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ABSTRACT

This guide is designed to help leaders conduct a workshop on mainstreaming handicapped students for vocational education personnel using the "Including the Handicapped" program. "Including the Handicapped" is a six-module program designed to help vocational education personnel include handicapped students in regular classrooms. The program contains slide presentations synchronized with tape cassettes and a participant's text containing learning activities. The Leader's Guide contains general directions on how to conduct a workshop on mainstreaming for vocational education personnel and special instructions and activities for use with each of the six modules (Including the Handicapped, Roles, Assessment, Placement, Insights, Teaching Skills). It offers tips for conducting the activities, lists of materials needed, time allotment for each, reasons for using each activity, and a note on problems that may arise in carrying them out. Scripts for the six slide presentations are included along with a bibliography. (KC)

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INCLUDING THE HANDICAPPED

...

IN VOCATIONAL EDUCATION

A Leader's Guide

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College of Education
Texas A&M University
College Station, Texas

Roy Clifford
Interaction, Inc.

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Foreword

"Including the Handicapped" is a six-module program designed to help Vocational Education Personnel include handicapped students in regular classrooms.

This objective is generally referred to as "mainstreaming" or getting handicapped students into the mainstream of society by providing them with a "favorable" and "normalized" learning environment.

The program contains six slide presentations synchronized with tape cassettes and a participant's text containing learning activities.

The program was developed by Texas A&M University in cooperation with Interaction, Inc., and the Texas Education Agency's Department of Occupational and Technical Education.

The project was originated by Marc E. Hull, Ph.D., of the Vermont State Department of Education. Dr. Hull also served as Chief Consultant to the project.

Texas A&M University staff working on the project were: Linda H. Parrish, Project Director; Marilyn Kok, Editorial Specialist; Robert Gish, Research Specialist; Jerry Davidson, Research Assistant; and Tina Westphal, Secretary.

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Texarkana
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Waco
Weslaco

We would also like to thank the Texas A&M University Printing Center personnel for an excellent and efficient job.

Your Role

INITIAL CONCERNS

1. How much time will the workshop require?

   Each module (slide/tape show and activity) requires approximately one hour. With careful choices and disciplined scheduling, however, the workshop can take as little as three hours, and if you use all the activities the workshop could last three full days.

2. How many people can participate?

   The workshop can succeed with as few as ten participants, and as many as a hundred (or even more). Plan your activities for the number you anticipate.

3. What equipment will I need?

   For the slide/tape shows you need six carousel containers and a slide projector. You may use a tape recorder with automatic advance (side one is synced), or you can advance the slide yourself (side two has tones). Check each activity for necessary materials or equipment.

BEGINNING THE WORKSHOP

The success of the workshop depends largely on the willingness of participants to contribute their feelings and ideas. If you believe your participants feel comfortable with each other, just introduce the series and begin with the slide show. If participants don't know each other or if you think they may be too reserved to interact freely, you may want to start with a short mixer.

ACTIVITY: *Mixer*

Purpose: To establish a relaxed atmosphere for the workshop

Materials: Copies of the form below for each participant
Pencils

Time: 15 - 20 minutes

Instructions:
1. Give each participant a copy of the form below.
2. Ask them to obtain a signature for each item listed. Give them no more than 10 minutes.
3. The person with the most signatures wins.
4. If your group is small, you may want to use the mixer to introduce each participant (Who has been to Europe? What is your name? When did you go?). This helps to encourage participants to interact.

Form:

1. Find a person who has been to Europe.
2. Find a person who owns a '79 Chevrolet.
3. Find a person with either all daughters or all sons.
4. Find a person who owns a recreational vehicle.
5. Find a person who went skiing last winter.
6. Find a person who was born outside your state.
7. Find a person who saw a movie last weekend.
8. Find a person who has never eaten Chinese food.
9. Find a person who subscribes to *Time* magazine.
10. Find a person with a daughter in college.

11. Find a person who sleeps on a waterbed.
12. Find a person whose birthday is in December.
13. Find a person who collects stamps.
14. Find a person carrying a Bic pen.

SHOWING THE SLIDES

1. With 80-slide carousels, slides are less likely to get caught in the machine.
2. If using the sync (side one), test it before the workshop. Begin the slide show on a blank. The sync mechanism will advance the projector onto the first slide.
3. Be sure the timer on the slide projector is on manual.
4. Keep the scripts at the back of this guide handy. They will be especially helpful if using the manual advance (side two).

LEADING THE ACTIVITIES

1. Choose your activities carefully. Read through the review in the workbook and through the special instructions in this guide. Consider your audience, available materials, and especially time. If time allows, you can use all the activities. The choice is yours.
2. Be sure to read both the participants' workbook and your leader's guide.
3. Direct the activities — not the participants. Keep an open and relaxed attitude so that participants feel free to express themselves. If you set yourself up as an authority, participants will look to you for answers rather than to their own experience and wisdom.
4. Before beginning the activity review the instructions (as given in the workbooks) with the participants.
5. Be sure necessary materials and equipment are available.
6. Leave plenty of time — but also keep the workshop moving. Ideally, a new activity begins before participants tire of the old.
7. Choose your closing remarks carefully:
   a. Many activities require small groups. In your closing remarks bring the groups together again.
   b. Leave participants with one or two important concepts. Let them know what they gained from the activity.
   c. Reiterate their conclusions rather than responding with your own. (Once again, setting yourself up as an authority may limit the participants' involvement.)

ENDING THE WORKSHOP

Use an evaluation form to close your workshop. We would appreciate seeing the results of this evaluation. Please send a summary to:

Linda Parrish
Interdisciplinary Education
College of Education
Texas A&M University
College Station, Texas 77843

MODULE 1

Including the Handicapped

More and more handicapped students are receiving their education in regular classes. This integration is taking place for moral, economic, and legal reasons.

MORAL REASON

In the past, many handicapped students (especially the more severely handicapped) have not been given the opportunities in education they have deserved as citizens. Public schools have excluded or ignored handicapped people, so that their educational alternatives available haven't been as plentiful as for regular students. Often they've received education at home, in special institutions, or in special classes.

This isolation has had a serious impact on the independence of handicapped people and their contribution to society. Because they have had only limited involvement in education, social life, and employment, they have had very few positive role models, experiences, or opportunities. Therefore, educators agree that they have a moral responsibility to break through this isolation and give handicapped youth equal educational benefits.

ECONOMIC REASON

The second reason that handicapped youth are now being integrated into regular education is economic: the savings could be enormous. American taxpayers currently pay 114 billion dollars per year to support disabled citizens — and this does not include what the economy suffers because family members who take care of the handicapped cannot seek employment.

In view of these expenses, therefore, educators also have an economic interest in educating the handicapped. Through better vocational education, many handicapped students could contribute to our economy rather than continue to receive benefits.

LEGAL REASON

The third, and perhaps the most compelling reason that handicapped youth are now being integrated into regular education is simply that the law requires it. In 1975 Congress passed the "Education for All Handicapped Children Act," generally known as Public Law 94-142, requiring that handicapped students be educated with non-

handicapped students in public or private schools to the maximum extent possible or "appropriate" to the needs of the students. The basic intent of the law is to place handicapped students in the "least restrictive environment." Vocational educators will recognize that the new law is complemented by Public Law 94-482, the law which provides for educating handicapped students in vocational education.

In addition to establishing the basic educational rights of the handicapped, the new law sets up key requirements for: (1) individualized education programs, (2) due process, (3) non-discriminatory testing and evaluation procedures, (4) confidentiality of information, and (5) the least restrictive environment. In more detail, Public Law 94-142 requires that

- public agencies (schools) must place handicapped students according to an individualized educational program (IEP).
- public agencies must protect the rights of parents and children through due process procedures.
- testing and evaluation of persons suspected of being handicapped must follow accepted professional testing standards.
- agencies must maintain confidentiality of information.
- public agencies must place handicapped students in the least restrictive environment — in other words, where the students will have the most chance to grow.

ADJUSTMENT PROBLEMS

In attempting to fulfill their moral, economic and legal responsibilities some school systems have run into problems. For example, many educators are confused about their legal obligations. The law requires that handicapped youth have an "appropriate" education, meaning among other things that handicapped children have genuine opportunities to participate in programs like vocational education. Sometimes, however, parents interpret the new law to mean that their handicapped child has the right to receive all the services the parents want for their child. When teachers and parents cannot agree on what is appropriate for a child, the decision may have to be made by someone outside the school system. An impartial hearing officer will rule if this situation arises.

And because services for the handicapped can be very costly, funding can present further questions. For example, if a student could participate in a regular program if an aide were present, who will pay for the aide? Is the student eligible for funds under the "handicapped act"? (Questions on funding are best answered by state education agencies.)

Even when funding is available, qualified personnel are not always available for providing services. Where and how are regular class teachers going to receive training so they feel qualified to teach the handicapped?

Finally, the law has introduced a critical need for defining the roles and responsibilities of the persons involved in the education of handicapped students. Who, for example, is responsible for assessing a student's vocational aptitude and present level of performance in vocational education? Who must provide the supplementary services which support mainstreaming? Who convenes the IEP and ARD meetings? And, who evaluates the extent to which IEP goals and objectives are met?

In many schools, confusion about what to do often overshadows the goal — providing handicapped students with a quality education. Nevertheless, some schools have had tremendous success in serving the handicapped, perhaps because they have carefully defined the objective. In this slide/tape series, we will discuss these successful practices.

STEPS TOWARD A SUCCESSFUL PROGRAM

For most successful programs, the objective is to move the handicapped student — to the degree possible and feasible — from isolation to integration, from dependence to independence. To achieve this, successful programs have chosen certain steps.

One step is to clearly define the supportive roles of all school personnel — what these people must do to successfully integrate the handicapped into regular education.

Another step is to develop procedures for realistically assessing the needs and aptitudes of

each handicapped student always emphasizing the student's abilities. Through observations and interviews, teachers get to know their students and therefore place realistic demands on the student and adjust their program so that the student benefits.

A third step on the ladder is to provide a process for placing handicapped students where they can learn best. Effective educators accomplish this process through program planning teams. When the decision is difficult, each team member can contribute insights which will help to ensure the success of the placement. And when changes become necessary, the team again decides together what is best for the student.

A fourth step is to provide insights into the problems and needs of handicapped students. In many model programs not only do staff members learn about handicapping conditions, but also parents and peers, such that a supportive environment is created for the handicapped students.

A further step on the ladder is to develop skills for teaching students with different handicapping conditions. In successful models, teachers are aware of the different ways students can learn, and the teaching strategies that will work for each student.

This program is designed to help administrators, staff personnel and teachers in vocational education to play their part in developing a model program for integrating the handicapped into their school. It will:

- Provide information on the different roles that personnel must portray if handicapped students are to be successfully integrated into regular education.
- Explain the placement process and the procedures for developing individualized education programs for handicapped students.
- Provide techniques for assessing what students can realistically accomplish in a vocational program.
- Provide insights into some of the needs and problems faced by students with different handicaps. This information should help educators understand and communicate with handicapped students.
- And provide information about the learning styles of students with different handicaps, and about the teaching strategies that may appeal to these styles.

MODULE 1

Activities

ACTIVITY: *Semantic Differential*

Purpose: To discuss the preconceptions participants have concerning the handicapped

Materials: Workbook
Pencils

Time: 20-30 minutes

Instructions:
1. After dividing your entire group into three smaller groups, your workshop leader will be handing out a form. Mark how you honestly believe this student should be described.
2. Then choose five words from your list that best describe the student. You will have 10 minutes.
3. Be prepared to defend your descriptions. Your workshop leader will be putting them on the board.

ACTIVITY: *What's Your Opinion* (see variation, following)

Purpose: To encourage participants to discuss their attitudes and presuppositions concerning the handicapped

Materials: Pencils
Workbooks

Time: 15-20 minutes

Instructions:
1. Your workshop leader will divide your large group into smaller groups and will then give each person a form to complete.
2. Please indicate your opinion of the statements on the form by marking an X on the rating scale. You will have three minutes to complete the form.
3. Discuss your opinions with the other members of your small group.

ACTIVITY: *Take a Stand* (variation on *What's Your Opinion?)*

Purpose: To encourage participants to discuss their attitudes and presuppositions concerning teaching the handicapped.

Materials: Four 8 ½" × 11" papers labeled with a large "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree."

Time: 20-30 minutes

Instructions:
1. When the leader reads off a statement stand on or by the paper that best describes your opinion (either strongly agree, agree, disagree, or strongly disagree).
2. Be ready to defend your stand if the leader asks you.

Special Instructions

I. ACTIVITY: *Semantic differential*

HIDDEN PURPOSE: To show the participants how differently they view students with different labels

SPECIAL INSTRUCTIONS:
1. Divide the participants into three smaller groups. Give a different form (see following pages) to each smaller group, but do *not* indicate that the forms are different. Encourage them to be honest.
2. After 10 minutes have each group give you five words they feel most accurately describe their student. Write these on the board and label which students they describe.
3. These descriptors are usually very different. Discuss these differences and some possible reasons.
4. Close with some thoughts on the danger of labeling.

PROBLEMS: Occasionally the descriptors will be very similar. When this happens simply congratulate the participants on their positive attitudes and move on to the next activity.

IDEAL STUDENT

Attractive	_ _ _ _ _ _ _	Unattractive		Moral	_ _ _ _ _ _ _	Immoral
Good	_ _ _ _ _ _ _	Bad		Dangerous	_ _ _ _ _ _ _	Safe
Clean	_ _ _ _ _ _ _	Dirty		Passive	_ _ _ _ _ _ _	Active
Kind	_ _ _ _ _ _ _	Cruel		Polite	_ _ _ _ _ _ _	Rude
Pleasant	_ _ _ _ _ _ _	Unpleasant		Self-Controlled	_ _ _ _ _ _ _	Uninhibited
Honest	_ _ _ _ _ _ _	Dishonest		Intelligent	_ _ _ _ _ _ _	Stupid
Excitable	_ _ _ _ _ _ _	Calm		Weak	_ _ _ _ _ _ _	Strong
Healthy	_ _ _ _ _ _ _	Unhealthy		Hostile	_ _ _ _ _ _ _	Friendly
Happy	_ _ _ _ _ _ _	Sad		Witty	_ _ _ _ _ _ _	Humorless
Interesting	_ _ _ _ _ _ _	Boring		Sociable	_ _ _ _ _ _ _	Unsociable
Stable	_ _ _ _ _ _ _	Unstable		Reliable	_ _ _ _ _ _ _	Unreliable
Cooperative	_ _ _ _ _ _ _	Uncooperative		Successful	_ _ _ _ _ _ _	Unsuccessful

HANDICAPPED STUDENT

ATTRACTIVE	_ _ _ _ _ _ _	UNATTRACTIVE
GOOD	_ _ _ _ _ _ _	BAD
CLEAN	_ _ _ _ _ _ _	DIRTY
KIND	_ _ _ _ _ _ _	CRUEL
PLEASANT	_ _ _ _ _ _ _	UNPLEASANT
HONEST	_ _ _ _ _ _ _	DISHONEST
EXCITABLE	_ _ _ _ _ _ _	CALM
HEALTHY	_ _ _ _ _ _ _	UNHEALTHY
HAPPY	_ _ _ _ _ _ _	SAD
INTERESTING	_ _ _ _ _ _ _	BORING
STABLE	_ _ _ _ _ _ _	UNSTABLE
COOPERATIVE	_ _ _ _ _ _ _	UNCOOPERATIVE
MORAL	_ _ _ _ _ _ _	IMMORAL
DANGEROUS	_ _ _ _ _ _ _	SAFE
PASSIVE	_ _ _ _ _ _ _	ACTIVE
POLITE	_ _ _ _ _ _ _	RUDE
SELF-CONTROLLED	_ _ _ _ _ _ _	UNINHIBITED
INTELLIGENT	_ _ _ _ _ _ _	STUPID
WEAK	_ _ _ _ _ _ _	STRONG
HOSTILE	_ _ _ _ _ _ _	FRIENDLY
WITTY	_ _ _ _ _ _ _	HUMORLESS
SOCIABLE	_ _ _ _ _ _ _	UNSOCIABLE
RELIABLE	_ _ _ _ _ _ _	UNRELIABLE
SUCCESSFUL	_ _ _ _ _ _ _	UNSUCCESSFUL

AVERAGE STUDENT

ATTRACTIVE	_ _ _ _ _ _ _	UNATTRACTIVE
GOOD	_ _ _ _ _ _ _	BAD
CLEAN	_ _ _ _ _ _ _	DIRTY
KIND	_ _ _ _ _ _ _	CRUEL
PLEASANT	_ _ _ _ _ _ _	UNPLEASANT
HONEST	_ _ _ _ _ _ _	DISHONEST
EXCITABLE	_ _ _ _ _ _ _	CALM
HEALTHY	_ _ _ _ _ _ _	UNHEALTHY
HAPPY	_ _ _ _ _ _ _	SAD
INTERESTING	_ _ _ _ _ _ _	BORING
STABLE	_ _ _ _ _ _ _	UNSTABLE
COOPERATIVE	_ _ _ _ _ _ _	UNCOOPERATIVE
MORAL	_ _ _ _ _ _ _	IMMORAL
DANGEROUS	_ _ _ _ _ _ _	SAFE
PASSIVE	_ _ _ _ _ _ _	ACTIVE
POLITE	_ _ _ _ _ _ _	RUDE
SELF-CONTROLLED	_ _ _ _ _ _ _	UNINHIBITED
INTELLIGENT	_ _ _ _ _ _ _	STUPID
WEAK	_ _ _ _ _ _ _	STRONG
HOSTILE	_ _ _ _ _ _ _	FRIENDLY
WITTY	_ _ _ _ _ _ _	HUMORLESS
SOCIABLE	_ _ _ _ _ _ _	UNSOCIABLE
RELIABLE	_ _ _ _ _ _ _	UNRELIABLE
SUCCESSFUL	_ _ _ _ _ _ _	UNSUCCESSFUL

I. ACTIVITY: *What's Your Opinion?*

HIDDEN PURPOSE: To unearth some hidden preconceptions concerning the handicapped

SPECIAL INSTRUCTIONS:

1. Choose ten of the following statements and prepare a handout for each workshop participant.
2. Divide the entire group into smaller groups (5 to 10 participants each). Ask each participant to complete the handout.
3. Assign one group member to lead a discussion of the participant's responses. Watch to be sure the discussion does not drag.
4. To conclude the activity, ask each group leader to report briefly on the small group's conclusions.

PROBLEMS: If everyone in the small group agrees, no discussion will take place. When this happens, end the activity and move on.

STATEMENTS:

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Handicapped students belong in Special Education programs.	___	___	___	___
2. To teach a student in special education I will have to "water down" my curriculum.	___	___	___	___
3. Special education personnel do not understand and have no desire to understand vocational education programs.	___	___	___	___
4. All retarded people have a fixed level of intelligence and cannot be taught.	___	___	___	___
5. Students with learning disabilities are really just retarded students under a different label.	___	___	___	___
6. Vocational education teachers do not want handicapped students in their classes.	___	___	___	___
7. You can tell people who are retarded just by looking at them or by the way they act.	___	___	___	___
8. Vocational teachers do not have the skills or the patience to work with handicapped students.	___	___	___	___
9. Regular students will harass handicapped students, especially disabled students who look different.	___	___	___	___
10. Emotionally disturbed students cannot be taught to behave normally.	___	___	___	___
11. Handicapped students are a safety hazard to others in vocational classes.	___	___	___	___
12. Special education students are only placed in vocational education classes to get them off the hands of special education.	___	___	___	___
13. The vocational teacher will have to spend so much time with handicapped students that regular students will suffer.	___	___	___	___

	Strongly Agree	Agree	Disagree	Strongly Disagree
14. The retarded are unable to evaluate others as friend or foe.	___	___	___	___
15. Special education students will never able to succeed in youth leadership contests.	___	___	___	___
16. The retarded are not aware of themselves as different.	___	___	___	___
17. Handicapped students can't really benefit from vocational education.	___	___	___	___
18. Vocational classes are already overcrowded — there's no room for handicapped students.	___	___	___	___

I. ACTIVITY: *Take a Stand* (Usually more successful than *What's Your Opinion?*)

HIDDEN PURPOSE: To unearth some hidden preconceptions concerning the handicapped

SPECIAL INSTRUCTIONS:

1. Prepare sheets of paper which read "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree." Put these sheets on the floor so that participants can literally take a stand. (You may also label the blackboard.)
2. Choose five to ten of the following statements. Read one to the group and have participants stand on or by the statement which best describes their feelings (agree, disagree, and so forth).
3. Then ask participants at either end of the continuum why they agree or disagree.

PROBLEMS: If participants group toward the center of the continuum, move on to another statement. If participants are reticent, move on to another activity.

STATEMENTS:

1. Handicapped students belong in special education programs.
2. To teach a student in special education I will have to water down my curriculum.
3. Special education personnel do not understand and have no desire to understand vocational education programs.
4. All retarded people have a fixed level of intelligence and cannot be taught.
5. Students with learning disabilities are really just retarded students under a different label.
6. Vocational education teachers do not want handicapped students in their classes.
7. You can tell people who are retarded just by looking at them or watching the way they act.
8. Vocational teachers do not have the skills or the patience to work with handicapped students.
9. Regular students will harass handicapped students, especially disabled students who look different.
10. Emotionally disturbed students cannot be taught to behave normally.

11. Handicapped students are a safety hazard to others in vocational classes.
12. Special education students are only placed in vocational education classes to get them off the hands of special education.
13. The vocational teacher will have to spend so much time with handicapped students that regular students will suffer.
14. The retarded are unable to evaluate others as friend or foe.
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16. The retarded are not aware of themselves as different.
17. Handicapped students can't really benefit from vocational education.
18. Vocational classes are already overcrowded — there's no room for handicapped students.

MODULE 2

Roles

A major step toward integrating handicapped students into regular education is to decide who does what. When roles are clearly defined, people not only do what is necessary for success, but their actions complement each other.

As you go through this section remember that it describes one approach. Responsibilities can shift from one person to another. For example, in many schools the vocational director runs the show; in other schools, the vocational counselor takes a special interest in handicapped students; in still others, someone from special education takes primary responsibility. This shift is to be expected. Regardless of your local solution, the following scheme will help you see how the roles can mesh together to meet the objective.

CLASSROOM STAGE

One way to easily understand the roles and responsibilities in the handicapped integration process is to view the vocational classroom as a theatrical stage where learning scenes are constantly changing. In this analogy, vocational teachers are under the lights, they're facing the audience. The backstage crew is there for support, but teachers are the ones who most immediately determine the students' success.

Some suggestions for the teacher:

1. Show that you support the handicapped student. In any way you can, show the other students that you accept the handicapped student as a member of your class.
2. Spend some time talking to the student, and watching how the student learns, then work those techniques into your teaching.
3. When you have trouble adapting your teaching, or when you need additional materials or insights into why the student behaves a certain way, get help from special education (or any other backstage member).

BACKSTAGE ROLES

Who is backstage and what must they do to make sure the play goes on? Many schools have five members analogous to backstage crew members.

The building level principal

Like all producers, the principal must be so committed that he or she is willing to gather the necessary resources and funding for the play to go on. Among the principal's many responsibilities:

1. Stay abreast of legal requirements. Many

legal questions concerning P.L. 94-142 are now being settled in court. You should be aware of this and be prepared to document your school's provisions for the handicapped.

2. Be familiar with funding procedures. After passing P.L. 94-142, Congress made funds available for implementing the law. You could tap into these funds.
3. Ensure support services. This will not necessarily require actually coordinating services; often a word from the top is all that is needed.
4. Check to see that all involved personnel are involved in the placement process. This includes the regular program teachers who could be serving the student in the future.
5. Finally — and most importantly — give your support to the vocational preparation of handicapped students. As a play succeeds because of a producer's commitment, so also will a local program succeed because of a principal's commitment.

The vocational director

Like all play directors, the vocational director's primary responsibility is to be sure the play goes on! More specifically:

1. Be sure your teachers are prepared. Coordinate inservice with special education when necessary, or contact the state education agency for suggestions.
2. Then go a step further and involve your teachers when you decide if a certain class is appropriate for a student.
3. Be responsible for determining the appropriateness of a placement. Carefully decide what will help the students, and if you believe a certain student will not benefit from a suggested placement, have good reasons.
4. More than anyone else, you will be responsible for maintaining the quality of vocational education, both for the nonhandicapped student and for the handicapped student.

The special education director

Like all casting agents, the special education director or teacher must try to match handicapped student with program. This requires considering both what is good for the student and what is good for the vocational program (after all, who benefits when an actor is miscast and the play fails because of it?). Some suggestions:

1. Learn all you can about available vocational programs. Stay in close contact with the vocational director and teachers, so that when you suggest a placement they will respect your opinion. Find out about their accountability requirements especially.
2. Learn all you can about the students, both through testing and through less formal means. Then explain what you have learned to the vocational director and prospective teachers in a way they are sure to understand.
3. Leave the final decision to the vocational director, who is ultimately responsible for the success of vocational programs. Surely it is better to back off with one suggestion and win the vocational director's respect, than to push your way through and alienate the director forever!

The vocational counselor and resource teacher

Like acting coaches, these educators work with the vocational teacher and students as problems arise. The extent of their responsibilities depends on need. If other members are unconcerned or uncommitted, the counselor or resource teacher may need to step in and help. More specifically:

1. As a vocational counselor you can be of special assistance to the student with disruptive behavior, motivational problems, or withdrawal. When intensive counseling is needed, you may want to request the assistance of a psychologist.
2. As a resource teacher, you can be of special help to the vocational teacher by helping to adapt curriculum, suggesting useful teaching techniques, or giving the student special assistance in academic subject. The key is to remain available.

The IEP Committee

This committee is like the casting committee and necessarily includes all other members, in-

cluding the prospective vocational teacher. The ARD/IEP committee's responsibilities will be discussed more thoroughly in Module 4. Two words of advice, however.

First, when the committee disagrees about a placement, members would be wise to consider ultimate responsibility. Give respect to members who will have the most to answer for if the placement fails.

Second, stress a trial period. No one must live or die by the decisions made at the ARD/IEP meeting — not even the student. Nothing has to be final. A more relaxed atmosphere will help members seek what is best for the student, rather than what is best for their respective roles.

SUMMARY

Accommodating the handicapped in vocational education calls for planning and cooperation among everyone involved. The roles and responsibilities that must be assumed by different people will vary in some ways from one school district to another. However, the functions to be carried out will remain the same. Assign these functions early.

MODULE 2

Activities

ACTIVITY: *Improving communication*

Purpose: To encourage participants to think of how communication can be improved in their local setting.

Materials: Paper and pencil for each participant
Art or news print for each small group
Masking tape

Time: 30-60 minutes

Instructions: (For the small group leaders)

1. Hand out one piece of paper to each participant.
2. Ask them to individually and silently respond to the question chosen for discussion. Give them five minutes.
3. Then ask for one suggestion from each group member. List these on the art or news print.
4. Discuss as time allows. You will be given 10 minutes.
5. Choose the most important of the suggestions and mark it.
6. Give your news print to the workshop leader to tape up and be ready to discuss your most important suggestion.

ACTIVITY: *Who's Responsible?*

Purpose: To discuss the roles and responsibilities of educators involved with educating the handicapped.

Materials: Workbook

Time: 15-40 minutes

Instructions:

1. Discuss each situation and respond to the questions.
2. Share your conclusions with the entire group.

Situations:

1. Mr. Hodges, the metal trades teacher, has finally decided that one of his students needs special help. It's not just that Andy reads poorly (so many of Mr. Hodges' students have that problem), it's that Andy can hardly read at all. Figuring that someone from special education might be able to help the boy, Mr. Hodges goes to the vocational counselor, only to discover the boy is already in special education. No one has told Mr. Hodges.

   Who's responsible? What are some reasons why no one told Mr. Hodges? How would it have helped for Mr. Hodges to have known?

2. Mr. Phillips looked around the table at each of the members of the IEP writing committee in disbelief. After all he had said, were they still going to put the boy in building trades? When he had heard what special education was planning, he had gone through the student's records very carefully, talked to the student's past teachers, and even tried to call the parents. Seeing some of what the boy had done in the past, Mr. Phillips was positive that building trades was no place for this particular emotionally disturbed student. But no one was listening.

   How much say should the vocational director have? How can Mr. Phillips get the committee's attention? If the student has an accident, who will be held accountable? Who will actually be responsible? What effect will that have on Mr. Phillips' attitude?

3. After hearing about mainstreaming, Ms. Davis, the data processing teacher, has become interested in having some mentally retarded students in her class. She feels, though, that for the students to learn enough, she will need an aide. Someone has mentioned to her that funds might be available somewhere but when she approaches the vocational director he just laughs. "Funds?" he asks. "Who are you kidding?"

   If funds are available, who would know? More importantly, who would be willing to help Ms. Davis track them down? In your school, who will have both the interest and the knowledge to follow through on this?

4. After working all year with a hearing impaired student in his radio and TV repair class, Mr. Riley discovers that the student has been withdrawn from his class and placed in a job. A little disgruntled, Mr. Riley goes to the Vocational Adjustment Coordinator (in special education) who has been responsible for placing the student. "Just doing my job!" the VAC exclaims. "But you put the student at Burger King. That doesn't have anything to do with radio and television repair!" The VAC just shrugs. When he complains to his vocational director, Mr. Riley gets little more than the same shrug. "What can *I* do?" the director asks.

   Who's responsible? Who could correct this situation? Have you experienced a situation like this? What did you do?

5. Ms. Rupert couldn't understand a thing the diagnostician was saying. If it wasn't acronyms, it was numbers. Was everyone in special education so highly educated that they weren't of any practical use? If only the diagnostician could tell her how well the student might do in health occupations.

   Why and how should the diagnostician make sure the rest of the IEP committee understands her? Is Ms. Rupert justified in expecting the diagnostician to give her information pertaining to health occupations? Who is responsible for finding out how well the student would benefit from specifically health occupations?

6. The vocational counselor looked across her desk at the special education director. How was it, the counselor wondered, that a director of a big program like special education could know so little about vocational opportunities available to handicapped students? The director stood up. "Just choose a program you think would work. I'm sure you know what's available over here in voc. ed."

   Is the counselor's disapproval justified? Who should be responsible for choosing the student's program?

7. "Please, Mr. Williams," the resource teacher pleaded. "Charlie really could do well in a food services course. Please consider allowing him into your regular program." She might just as well have been talking to a wall. "My dear Ms. Richards," he said. "When you know as much as I do about vocational education, I will let you decide who goes into a program. Until then, I suggest you do your job and let me do mine." There is only so much of that a person can take. Ms. Richards left.

   Whose responsibility is it to go to Mr. Williams? Should the director have the right to decide who gets in a program? How does the system work in your school?

ACTIVITY: *What's my letter?*

Purpose: To spell out acronyms used in special education and vocational education.

Materials: Pen and paper for each small group

Time: 20 minutes

Instructions:
1. Your workshop leader will be dividing your group according to vocational education and special education personnel.
2. You will be given three minutes to list as many acronyms as you can think of that are frequently used in your discipline (either special education or vocational education). You will earn one point per acronym.
3. After three minutes, you will exchange your list for the other group's. You will now have three minutes to translate the acronyms. Feel free to guess!
4. You will earn one point for each answer you come up with and one point for each correct answer (so don't leave any blank!).

ACTIVITY: *Panel discussion*

Purpose: To give participants an opportunity to hear how local administrators view roles and responsibilities

Materials: As required by panel members

Time: 20-30 minutes

Instructions:
1. Invite your superintendent, principal, vocational director, special education director, and vocational counselor to discuss their role in the education of handicapped students, and to list several responsibilities they must meet in fulfilling that role. Allow five minutes each.
2. Allow time for further questions from participants.

Special Instructions

II. ACTIVITY: *Improving Communication*

SPECIAL INSTRUCTIONS:

1. Be sure all necessary materials are available.
2. Choose one question for discussion.
3. Explain the activity and be sure that each small group has identified a leader.
4. Announce a time schedule and remind the group leaders to stick to it.
5. To end the activity, ask each group leader to discuss briefly each group's results.

PROBLEMS: Your main problem will be keeping the group on schedule. This technique invariably raises discussion so participants will easily take longer than the time allotted.

QUESTIONS:

1. How can communication between special education and vocational education be increased in your school district?
2. In your local situation what roles need defining?
3. In your local situation, where does communication between special education and vocational education break down and how can this be corrected?

II. ACTIVITY: *Who's Responsible?*

SPECIAL INSTRUCTIONS:

1. Divide the group into smaller groups of from five to ten participants each.
2. Review the instructions as given in the book.
3. Because each situation requires approximately 15 minutes, you may want to choose two or three which especially apply to your local district.
4. Time each discussion. After approximately 10 minutes, ask group leaders to summarize briefly their group's answers to the questions.

PROBLEMS: Your main problem will be time. Decide on a schedule and stick to it.

II. ACTIVITY: *What's my Letter?*

SPECIAL INSTRUCTIONS:

1. This is a quick activity. If you allow it to drag, participants will quickly become bored. Keep things moving.
2. This is also a "light" activity. Encourage participants to write down any answer that comes to them — either silly or serious.
3. Divide the group in two teams — one with vocational educators and one with special educators.
4. Give each team one (1) point for each acronym they put down in the first round, and (1) point for any answer (either correct *or* incorrect) that they put down in the second round.

PROBLEMS: For this activity to succeed, you must have participants from both special education and vocational education. The more equal the representation, the more equal the competition.

II. ACTIVITY: *Panel Discussion*

SPECIAL INSTRUCTIONS:

1. If you plan to have this activity on your agenda, encourage participants to prepare some questions beforehand.
2. When asking the speakers, emphasize brevity. If you believe speakers will take too long, you may want to just have questions and answers. If so, come prepared with questions.

MODULE 3

Assessment

As presented in the film, a thorough assessment program includes asking, observing, and testing. Vocational teachers can have an extremely important part in assessment, especially when their classes are being considered for the student. How much, after all, can formal tests tell about whether a student will succeed in agricultural education? Furthermore, how many diagnosticians know enough about Ag. Ed. to find out the student's chances in an interview? Vocational teachers can contribute a unique — and necessary — perspective at all levels of assessment. What specifically can teachers do?

TEACHERS CAN TALK TO THE STUDENT

Of the three questions (what does the student want to do, what can the student do, and how should the teacher teach the student), informal talking will probably answer the most questions concerning the first. If anyone knows what the students wants to do it is the student, and if anyone knows how those desires will affect the student's success in vocational education it is the teacher.

Talking with the student will also unearth facts about the other two questions as well. Through careful questions about the student's background, teachers can discover what skills the student has brought into the course, what the student can already do. Furthermore, careful questioning will help the teacher know how the student learns best. For example, if a boy has helped his father build book shelves, a teacher could first find out what the boy did exactly, and then how the boy learned to do it.

TEACHERS CAN OBSERVE THE STUDENT

Of the three questions, observing will probably answer the most about what the student can do. Some schools have a highly developed vocational assessment plan in which a student does everything from stuffing mailboxes to screwing together nuts and bolts. These tasks tell about a student's coordination and ability to communicate between eye and hand.

Many schools, however, lack such as assessment plan. In these circumstances the teacher will frequently have to observe these skills in the shop or classroom, watching for length of reach, ability to grasp, reaction time, and other aspects of coordination. If teachers make it a habit to jot down a note about the student's performance, their observations will prove very helpful to an IEP committee. Documentation adds credibility to a vocational teacher's statements — even if documentation is only a list of notes with times and dates.

Observation, of course, can provide insights

into the other two questions, want to and how to. When a student is happy working at a certain task, when the student appears highly motivated, when the student spends extra time in the shop or class, *then the teacher knows the student wants to stay* in the vocational program. In the same way, if a certain technique works with a student, if the student is able to do the task after hearing the instructions (as opposed to seeing them), the teacher can know better how to teach the student. Very little can replace the vocational teacher's experience and contact with the student.

TEACHERS CAN TEST

Teachers, more than anyone else, are in the position to verify the diagnostician's results, to see how well the student's performance matches what the standardized tests indicated. Could something else have affected the student — language barriers, the handicap, or even just a poor breakfast — such that the tests are an incorrect picture of what the student can do? Tests are little more than tools. While they can be helpful when used alone they can sometimes be harmful. After all, who would ever want the measure of their abilities to be measured solely by a standardized test? Yet we allow this for many, many students. The vocational teacher can guard against this by using the diagnostician's results as a first step toward continued assessment.

ASSESSMENT AFTER PLACEMENT

Admittedly, the above suggestions will work most smoothly when the student is already in the vocational class. But why assess when the student is already in a vocational program? Hasn't the purpose for assessment (deciding which program the student should be in) already been accomplished?

These are valid questions if one sees assessment as an event rather than as an ongoing process. True, one goal of assessment, determining the student's present level of performance as required on the IEP, can be achieved before placement. (This must also involve the teacher.) Nevertheless, a broader goal is to determine the student's *possible* level of performance — where the student can go and how. This also should be achieved in some part before placement, but must be continued afterwards if it is to be complete.

Obviously, with this perspective, placement into a specific program should not be final. If the vocational teacher, based on observation and interviews with the student and on communication with the diagnostician, has some grounds for concluding the student would be happier in another program, be safer or more successful in another classroom, the teacher should ask for another IEP meeting.

LEARNING FROM THOSE WHO KNOW

Effective assessment, then, requires working with other people. For example, vocational teachers will need to be able to communicate with those who know the more technical assessment terms (WRAT, Stanford-Binet, WISC, etc.) Unfortunately, these terms stand like stalwart sentinels around certain educational personnel. These educators can nevertheless be an enormous help if the vocational teacher is willing to get past the unfamiliar jargon and requirements.

- *Counselors* can offer suggestions for affecting social problems a student has (treatment from other students, home life)
- *Special education personnel* can offer suggestions for teaching students. They have, after all, spent a long time studying how students can learn easier and what methods work with what kind of student.
- *Diagnosticians* can discuss tests and help you interpret data. They have the technical know-how to understand these tools. Take advantage of their experience.
- *School psychologists* can work with students who have emotional problems, and help you understand these students' problems.
- *Outside specialists* may also be available. If you believe your student needs more help than school personnel can give, do not hesitate to discuss this with special education personnel for suggested professional assistance.

MAINTAINING QUALITY

Vocational educators have a long history of successfully teaching occupational skills. Now that legislation has changed the rules, conditions, and environment for teaching handicapped students, it is important that vocational educators maintain the quality of their programs by assuming a major role in all phases of assessment.

MODULE 3

Activities

ACTIVITY: *What's true?*

Purpose: To determine what preconceptions educational personnel may bring to an IEP meeting

Materials: Copies of the following forms
Pencils

Time: 15-20 minutes

Instructions:
1. After your workshop leader has given you a copy of the following form, indicate whether you believe the statements are true or false. You will have five minutes.
2. Your small group leader will go through the form after you are finished.

	True	False
1. Retardation results from inborn inferiorities.		
2. Retardation is due to accident at birth or in early childhood.		
3. A retarded person can usually be taught or helped to develop and change.		
4. Retarded people are usually the offspring of inferior parents or grandparents.		
5. Retarded persons are a phenomenon of civilized societies such as ours.		
6. Under stress, retarded people react much as do normal persons.		
7. You can tell a person is retarded just by looking.		
8. Retarded people are more highly sexed than normal people.		
9. Retarded people have criminal tendencies.		
10. Retarded people can take care of themselves.		

	True	False
11. The retarded cannot turn out work of consistent quality.		
12. The retarded cannot read and follow directions.		
13. The retarded know they are different.		
14. The retarded do not respond to human, friendly treatment as do normal people.		
15. The retarded can tell whether a person is friend or foe.		
16. The retarded are placid by nature.		
17. The disabled child requires more patience.		
18. Disabled people like to be with their own kind.		
19. Disabled children are sick.		
20. Disabled people are sad.		
21. Retarded students need more love than other students.		
22. Disabled students don't have much to look forward to in life.		
23. Retarded adults are childlike.		

ACTIVITY: *Those who know*

Purpose: To clarify some terms used by special education in IEP meetings

Materials: Workbook
Pencil

Time: 10-20 minutes

Instructions:
1. In your small groups, define each of the terms in the list assigned to you by the leader. You will be given five minutes. Feel free to guess!
2. Assign a reporter who will share your definitions with the group.

List One

mental age
chronological age
WRAT
eye-hand coordination
reading recognition
visual modality
audiological services

List Two

cognitive domain
affective domain
WAIS
WISC
sensory-motor perception
functional academics
subtest scores

List Three

Stanford-Binet
designated educational liaison
Vineland Social Maturity Scale
borderline range
spatial relation
full scale score
perserveration

List Four

present level of performance
verbal scales
adaptive behavior scales
performance scales
terminal behavior
Koppitz scale
fine motor skills

ACTIVITY: *What's Important?*

Purpose: To identify important questions to ask handicapped students entering vocational programs

Materials: Paper and pencil for each participant
Art or news print for each small group
Masking tape

Time: 45-60 minutes

Instructions: (For the small group leaders)

1. Hand out one piece of paper to each participant.
2. Ask them to individually and silently respond to the question below. Give them five minutes.
3. Then ask for one suggestion from each group member. List these on the art or news print.
4. Discuss as time allows. You will be given 10 minutes.
5. Choose the two most important suggestions and mark them.
6. Give your news print to the workshop leader to tape up and be ready to discuss your most important suggestion.

Question:

What would you ask a handicapped student who wants to enter your vocational program? List several suggestions. Be as specific as you want, but mark which vocational area or which handicapping condition the questions would apply to.

ACTIVITY: *A personal note*

Purpose: For one participant to share a personal experience on teaching the handicapped

Materials: As required by the speaker

Time: 15-20 minutes

Instructions:

1. Before the workshop, arrange for a teacher who has been successful with a handicapped student in vocational education, to answer the questions below. Give the speaker 15 minutes.
2. Leave 5 minutes for any additional questions.

Questions:

1. What handicapping condition did your student have?
2. What was one problem you experienced in teaching the student?
3. How did you solve it?
4. When the student entered your class, how successful did you think the student would be?
5. How successful was the student? Why?
6. Was the student ever employed in your field?
7. What is the student doing now?
8. What new perspectives did this student leave you?

Special Instructions

III. ACTIVITY: *What's True?*

HIDDEN PURPOSE: To show participants any false assumptions they may bring to the assessment process.

SPECIAL INSTRUCTIONS: Keep it brief. Let it last only as long as discussion in the small groups last.

PROBLEMS:

1. Use this activity with *only* vocational educators. For a person with any background in special education, the test is far too easy.
2. If you think participants are becoming impatient with the test, or if the discussion is very slow, move on to another activity. With the right group, the activity will work very well.

NOTE: Questions 3, 6, 13, and 15 are true. All others are false.

III. ACTIVITY: *Those Who Know*

SPECIAL INSTRUCTIONS:

1. Divide the group into smaller groups. If special education personnel are taking part in the workshop, be sure that at least one special education person is in each group. (The activity will work as well if special education is not participating.)
2. Encourage participants to put down any guesses they may have.

PROBLEMS: This activity could be too difficult, so don't let it take very long.

DEFINITIONS:

LIST ONE:

Mental-age: the functioning age frequently assigned a retarded student regardless of chronological age. Please don't think this assigned age totally indicates how to teach a student. Remember, as Marc Gold points out, a child who is five years old for only one year will respond differently than a person who has been classified five years old for fifteen years.

Chronological age: Actual number of years and months since the student was born.

WRAT: Wide Range Achievement Test; gives functioning grade equivalents in the areas of reading, math and spelling.

Eye-hand coordination: the ability to respond manually to a visual stimulus.

Reading recognition: occurs when the student "sight reads" or recognizes words or groups of words in or out of context.

Visual modality: the channel for receiving and perceiving information visually.

Audiological services: special services available to school-age students regarding hearing and screening tests (pure tone and bone conduction).

LIST TWO:

Cognitive domain: that area of the brain associated with thinking, recalling, discriminating, and learning.

Affective domain: that area of the brain associated with "feelings" or emotions.

WAIS: Wechsler Adult Intelligence Scale; a standardized IQ test.

WISC: Wechsler Intelligence Scale for Children; standardized IQ test.

Sensory-motor perception: perceiving information through one's senses (hearing, seeing, smelling) and responding appropriately by movement.

Functional academics: the basics in reading, language and math. Those skills absolutely necessary to "get along" in society.

Subtest scores: results of small areas of a test which when calculated together represent the whole. For example, Language Arts = Vocabulary, Punctuation, Spelling, etc.

LIST THREE:

Stanford - Binet: standardized IQ test

Designated educational liaison: someone, either from the school or the community, assigned to be the advocate of a handicapped student through the entire educational process.

Vineland Social Maturity Scale: standardized test that measures social and adaptive skills.

Borderline range: generally refers to a student who is between the defined categories of "normal" and "mildly mentally retarded"; often referred to as slow learners.

Spatial relation: the ability to see parts of an object in relation to its whole. To differentiate between primary and secondary visual stimuli.

Full scale score: the total score of a measuring instrument made up by the sum of the sub-tests.

Perservation: to repeat a motion or activity over and over.

LIST FOUR:

Present level of performance: designates where a student is currently functioning within a continuum of performance levels. This information is required in the IEP and when established will be a tremendous aid in planning instruction.

Verbal scales: a measurement of where the student is performing in regards to verbal (explanatory, self-expression) skills.

Adaptive behavior scales: a measure of how well a student "copes" and exhibits behavior deemed appropriate.

Performance scales: a measurement of how well a student can manipulate concrete objects (i. e. puzzles, bolts and screws, etc.). This type of test often requires no reading.

Terminal behavior: terms used to designate learner outcomes or student objectives.

Koppitz Scale: measures visual motor skills (for example, how well the student can reproduce what he or she has just seen), then plots this measurement against age.

Fine motor skills: those physical competencies required to grasp and manipulate small objects such as a pencil for writing.

III. ACTIVITY: *What's Important?*

HIDDEN PURPOSE: To generate some solutions to local problems

SPECIAL INSTRUCTIONS:

1. Be sure all necessary materials are available.
2. Announce a time schedule and be sure each group stays to it.
3. To end the activity, ask each group leader to discuss briefly each group's results.

PROBLEMS: This technique invariably raises discussion, so your main problem will be sticking to your time schedule.

III. ACTIVITY: *A Personal Note*

SPECIAL INSTRUCTIONS:

1. Choose someone you know feels comfortable in front of a group.
2. Emphasize any time limits.

MODULE 4

Placement

According to Public Law 94-142, handicapped youths must have a "free appropriate public education" and be placed in an educational environment appropriate to their needs. The law, however, does not explain what "appropriate" means. Why isn't the law more specific? Perhaps it is because Congress recognized that each handicapped student's "appropriate education" is different. Each student needs to have the word "appropriate" defined individually. To insure this happens, the law requires that schools develop an individualized program for each student.

Preparing this plan and choosing which program is right for a student requires an organized effort — a process with definite steps to follow. One way to understand this process is to see how it works for one handicapped student.

PLACEMENT PROCESS

Step 1

Carl is having problems keeping up with his class. His teacher's attempts to help Carl have been unsuccessful so she seeks help. This is the first step in the placement process — recognizing that a student has a need that requires special attention.

Step 2

Carl's teacher goes to the diagnostician and explains what she thinks Carl's problem is, and what she has done to help. This is the second step in the placement process — to seek help from a diagnostician or counselor.

Step 3

Before doing anything else the diagnostician contacts Carl's parents and explains the school district's responsibility to work with them when serving Carl. This is the third step — involving parents. This may also be a good time for teachers to explain to the student what is happening.

Step 4

After getting the consent of Carl's parents, the diagnostician evaluates Carl's interests, aptitudes and abilities (See Module 3: Assessment). Carl's

parents may require an independent assessment, however, if they are dissatisfied with the school's. This is the fourth step: evaluating Carl.

Step 5

Carl's "appropriate education" is now turned over to the Admissions, Review and Dismissal Committee, which officially recognizes Carl as a handicapped student, eligible for special education and related services. This is the fifth step in the placement process — officially admitting Carl to special education.

Step 6

Next, members of the committee prepare an individualized educational plan (IEP).[1] This is the next step and will be discussed in some detail.

When the ARD Committee functions as a committee for developing an IEP, it must include a local district administrator, the student's teacher or teachers, his parents or guardian, and, if possible, the student. And if the student is being considered for a vocational education program, regulations in Texas call for the following participants:

1. the local vocational administrator or vocational supervisor,
2. the local special education supervisor,
3. the vocational teacher in whose program the student will be enrolled,
4. an experienced special educator who can act as an advisor to the group,
5. the vocational counselor,
6. the parent of the student who is being considered for placement, and
7. a diagnostic specialist who can provide and interpret assessment information.

If the student is not going to attend the meeting, someone (usually the previous teachers) must take special care to keep the student aware of what is happening.

[1]Most handicapped advocates believe that the development of the individualized educational program, or IEP, is the most significant component of Public Law 94-142. Congress set up the IEP component in order to assure achievement on the part of handicapped students. That is, they wanted a system that legally requires that the handicapped students' education be planned, recorded and evaluated. The plan also holds local school districts accountable for the handicapped student's achievement.

The person responsible for organizing the committee (chosen according to local district policy) must prepare members to discuss the following components:

Present level of performance: Academic achievement, social skills, physical skills, and vocational potential. (See module 3 for the vocational teacher's contribution to this component.)

Annual goals and short term objectives: An annual goal for Carl might be to acquire skills necessary for employment as an apprentice in a small engine repair shop. Short-term objectives for Carl would be to know the parts of a small engine, demonstrate routine preventive maintenance, locate sources of trouble when a small engine fails to operate properly, and repair certain problems.

Services: Special assistance necessary for achieving annual goals and short range objectives, and the dates these services will be provided.

For handicapped students, these special services may include such things as large print textbooks, captioned films, interpreters, equipment modifications, and special orthopedic devices. For Carl, special counseling will be arranged through a regional mental health office on a weekly basis.

Regular Education: A statement describing how much the student will be able to participate in regular education. This will depend upon Carl's abilities and the nature of the course he is taking.

Evaluation: Specific procedures for measuring achievement of goals and objectives.

These five components, then, are what must be on an IEP.

Step 7

After the IEP has been prepared by the team of educators serving Carl, his original teacher introduces Carl to the small engine repair teacher.

This is the seventh step in placement, important to the student, who needs to know he is not being thoughtlessly shuffled around, and to the teacher, who needs to stay in touch with the previous teacher.

Step 8

Even after the placement is complete, the process continues. Carl's new teacher watches carefully to see how Carl is doing. If Carl is still having problems, new services might be provided, differ-

ent objectives established, and even — in extreme circumstances — a new placement chosen.

So this is the "last" step in the process: continuing assessment.

Although federal law requires that Carl's IEP be reviewed at least annually, local districts in Texas do so quarterly. The ARD Committee must also evaluate whether Carl's educational goals are appropriate and whether Carl's educational plan is meeting his needs. If indicated, the ARD Committee may modify Carl's plan or even dismiss him from special services.

KEY GROUND RULES

Following are some key ground rules that will be helpful to vocational educators in the placement process:

1. The placement decision should always be a group decision requiring a professional respect for other members. Decide what is best for the student, based on team members' expertise, experience, responsibility, and accountability. Any member who still disagrees with the placement decision should write a statement of dissension and have it placed in the student's permanent records.
2. Prior to making a placement decision, information should be gathered from many sources, not just formal testing.
3. A student's specific disabilities should be considered, but only in light of the student's strengths and abilities as well. A learning disability does not necessarily set a limit on learning possibilities.
4. If data is insufficient, postpone the meeting until all is available.
5. Often the assistance of a diagnostic specialist or a counselor will be needed in interpreting assessment data, especially as it relates to program planning.
6. Much can be learned about a student by observing him or her in the school setting and by asking pertinent questions of the student.

MODULE 4

Activities

ACTIVITY: *What's the difference?*

Purpose: To compare the guidelines regulating the placement policies of local schools*

Materials: Paper and pencils
Copies of the placement policies for special education

Time: 45-60 minutes

Instructions:
1. Read through the copies of the guidelines concerning the placement of handicapped students.
2. Then, with the other members of your small group, list the differences between the guidelines for special education and the way students have been admitted into your class.
3. Suggest what effects each difference might have on your overall school policy. You will have 30 minutes to complete these first three steps.
4. Your workshop leader will be asking someone from your group to read off the differences your group identified and to summarize the effects these differences might have.
5. Then, taking into consideration both sets of guidelines, your entire group will prepare a local policy for placing handicapped students.

ACTIVITY: *Which job?*

Purpose: To identify possible long-range goals for handicapped students

Materials: Copies of the following form, pencil

Time: 20-30 minutes

Instructions:
1. Your workshop leader will assign one of the students described below.

*In Texas, see Policy and Procedures Manual for special education.

2. Based on these descriptions go through the following form and mark whether you believe each job would be an appropriate long-range goal for the student. Be ready to defend your decision. You will be given five minutes to go through the list.
3. Share your decisions with your small group. You will be given ten minutes to come up with a group list.
4. Your workshop leader will be leading a discussion about the differences between the small groups' lists.

Students:

Sam Thompson is a mildly retarded student. He is 19 years old. Sam has a short attention span and is frequently inattentive. He is significantly below grade level in both reading and math. His motor skills are average for his age.

Tony Garza has an auditory learning disability and has difficulty following oral instructions. When receiving instructions Tony frequently requests that information be repeated. His math skills are good, but his reading skills are at about the third-grade level.

Tracy Wilson, a 16-year-old wheelchair-bound paraplegic, is paralyzed from the waist down. She moves around easily in her wheelchair and has full use of her arms. Her reading and math skills are at grade level and her performance in the building trades has been excellent.

Lorne Simpson, an 18-year-old partially blind student, must depend on his sense of touch for learning. He has some difficulty with eye-hand coordination and while his math is at grade level his reading is below grade level.

Peter Miller is a 19-year-old deaf student. He does some lip reading and signing. Peter is unable to recognize speech sounds, even with a hearing aid, and his reading and math are about two grades below his school-age peers.

	Appropriate	Not Appropriate	Appropriate with Modifications
Possible long-range goals			
Sales clerk			
General merchandise retailing			
Food stores			
Apparel and accessories store			
Motor vehicles and accessories			
Insurance			
Clerical			
Bank teller			
Bookkeeper			
Cashier			
File clerk			
Library attendant or assistant			
Mail carrier			
Proofreader			
Receptionist			
Secretary			
Stenographer			
Typist			

	Appropriate	Not Appropriate	Appropriate with Modifications
Office machine operator			
Automobile and accessories installer			
Cabinetmaker			
Carpet installer			
Construction			
Brickmason or stonemason			
Bulldozer operator			
Cement and concrete finisher			
Electrician's apprentice			
Floor layer			
Painter's apprentice			
Painter			
Paperhanger			
Plasterer			
Plumber			
Plumber's assistant			
Roofer			
Tile setter			
Electric power lineman			
Mechanics and repair people			
Air conditioning, heating, refrigeration			
Automobile body			
Automobile mechanic			
Farm implements			
Heavy equipment mechanics			
Household appliance and accessory installers and mechanics			
Office machine			
Radio and television			
Metal craftsmen			
Boilermaker			
Job and die setter			
Machinist			
Sheetmetal worker			
Printing craftsmen			
Bookbinder			
Compositors and typesetters			
Photoengraver and lithographer			
Pressman and plate printer			
Tailor			
Upholsterer			
Clothing ironer and presser			
Garage worker and gas station attendant			
Laundry and dry cleaning operative			
Meat cutter and butcher			

	Appropriate	Not Appropriate	Appropriate with Modifications
Welder and flame cutter			
Seamstress			
Bus driver			
Carpenter's helper			
Garbage collector			
Farm laborer			
Food service worker			
Bartender			
Busboy (or girl)			
Cook			
Dishwasher			
Food counter and fountain worker			
Waiter			
Health service			
Dental assistant			
Nurse's aide, orderly, attendant			
Child care worker			
Hairdresser and cosmetologist			
Shampooer			
Barber			
Guard or watchman			
Baggage porter or bellhop			
Chambermaid			
Janitor			
Delivery person			
Taxicab driver			

ACTIVITY: *IEP Meetings*

Purpose: To discuss the problems involved with developing individualized education programs for handicapped students

Materials: Workbook

Time: 15-40 minutes

Instructions: 1. Discuss each situation and respond to the questions.
2. Share your conclusions with the entire group.

Situations:

1. When Mr. Rogers got his notice to attend an IEP meeting, he just grimaced and shuffled it under a stack of old mail on his desk. What did it really matter whether an old auto mechanics teacher like himself went to one of those special education meetings? What could it possibly have to do with him? After all, whether he went or not, special education would still put the student in whatever class they wanted. His being there wouldn't make a bit of difference so he wasn't going to go.

   In your local situation, would Mr. Rogers have been justified in assuming that special education would place the student wherever they decided — no matter what was advised at the IEP meeting? What are some good reasons for Mr. Rogers to go to the meeting — even if his advice is unheeded?

2. Ms. Clark looked up from the paper that the diagnostician had put on her desk. She had a puzzled look on her face. "I thought these IEP's were supposed to come out of a group decision. As a vocational counselor I feel that I have more to contribute to this student's placement than just my signature on the dotted line — especially when the student's being placed into cosmetology!" The diagnostician nodded sympathetically. "You're absolutely right," she agreed, "but no matter what the law says, those meetings take too much time."

   What is lost when the group meeting is abandoned? How does the student lose? List some practical suggestions for streamlining the IEP meeting.

3. As Mr. Archer followed the vocational director into the office, he continued his tirade. "It's that 'present level of performance' that bothers me the most," he said. "Sure those people can tell you what grade level the student's reading at or what the student's sensory-motor whatever stacks up to or the space relations or all sorts of other nonsense. But how safe is the kid going to be with a saw? That's what I want to know. And is he going to do what I tell him to do?"

   What problems do diagnosticians and counselors face in assessing a student's present level of performance as it relates to vocational education? What could you do to help determine the student's performance as it relates to your own vocational area?

4. Miss Smith turned her shrewd eyes on each person sitting around the table. "Really!" she exclaimed. "How you expect Melissa Perkins to succeed in VOE I do not know. Employers will never hire a young lady in a wheel chair — I haven't been in office work for 30 years without knowing that." Then she sighed, and leaned back. "But if you insist, I will allow Melissa to enter my class — but only with grave reservations, and with the knowledge that I will be wasting my time."

   In your experience, how hesitant have vocational teachers been to allow handicapped students into their classes? Were their reasons valid? List some possible factors which could cause hesitance and some ways to overcome these factors.

5. "Look at this," Ms. Newhart said to the agricultural teacher. "Another memo telling me to come to an IEP meeting. How do they decide who's going to go anyway?" Mr. Harding shrugged. "Who knows? Went to a meeting last week. What do I find out? The kid likes dogs, has one of his own, in fact, and talks about it nonstop. The counselor says, Aha, this kid belongs in Ag. Shoot, the kid hates being outdoors. Those counselors should go back to the colleges they came from. Know as much about work as my baby does."

   Is a memo the best way to prepare a teacher to participate in writing an IEP? List some steps the counselor should take between talking to the student and deciding which vocational teacher should be at the IEP meeting. What could vocational teachers do to prepare for the IEP meeting?

6. "Hey, just a minute," said Mr. Hawkins, as the rest of the group prepared to move past the part of the IEP that listed special services. "Hey, if this kid's going to be in my class, then I need an aide. Am I going to get an aide?" "Now, Harry," the special education director said, "you know we don't have money for an aide." Harry folded his arms in front of him. "Well, if I can't have an aide, how can you say this program you've got planned for this student is — what do you call it — appropriate?"

   If Mr. Hawkins did in fact require an aide, was he right in saying that the program would be inappropriate without one? Explain why you agree or disagree with Mr. Hawkins. In your experience, what special services have been provided as a result of the IEP meeting? What action would a statement like Mr. Hawkins' cause in your local situation?

ACTIVITY: Writing an IEP

Purpose: To experience first-hand the steps in preparing an individualized educational program

Materials: Copies of the IEP forms

Pencil and paper
Workbook

Time: 60 minutes

Instructions:

1. Your small group is an IEP committee. You will find below the necessary background information for two handicapped students who are being considered for placement in one of your school's vocational programs. Your leader will tell you which student your group will be discussing. Read through this student's background information.
2. Then complete the IEP form as though this student were at your own school. Place him or her in a program you have available in your school, with the services that you have or can make available. If it will help you understand how an IEP is written, you may assign roles to the people in your small group (vocational director, counselor, principal, prospective teacher, and so forth).
3. After approximately 45 minutes, your workshop leader will be leading a short discussion of each group's IEP.

AN INDEPENDENT SCHOOL DISTRICT
CONFIDENTIAL REPORT OF PSYCHOLOGICAL TESTING*

Name: Joesph Taylor Birthdate: July 6, 1964 Age: 14

Parents' Names: John and June Taylor

School: An ISD Grade: 9

Date of Examination: 2-8-79 Examiner: Linda Lane

Reason for Referral: Re-evaluation and placement Vision: L 20/20 R 20/20

Hearing: L OK R OK

Previous Testing: WISC--10/78, WRAT--10/78 Grade: Results: V-Below Avg.; P-Avg.; R.-2.6; S.-2.2; A.-2.9

Tests Administered:

Binet: CA_____ MA_____ IQ_____ WISC: VS 69 PS 79 IQ 73 (Borderline)

Basal_____ Ceiling_____ Bender_____

Other WRAT: R.-4.8-ss 75; S.-2.2-ss 61; A.-3.4-ss 67

Adaptive Behavior_____ Language Dominance English

Verbal Scale Subtest	Scale Score	=	Performance Scale Subtest	Scale Score
Information	4		Picture Completion	7
Comprehension	8		Picture Arrangement	11
Arithmetic	5		Block Design	14
Similarities	13		Object Assembly	8
Vocabulary	6		Coding	10
Digit Span	2		Mazes	

BACKGROUND INFORMATION:
Father's Employment: heavy construction laborer
Interests: Woodworking, developed prize winning lamp in Industrial Arts last year. For the past 3 years, Joseph has been assigned to a resource room for remedial instruction in math and reading and for assistance in keeping up with the regular courses in which he is enrolled. Joseph has reached a point where academic instruction alone is not adequate. He is losing interest in school and has told his teacher that he tired of doing nothing but book work. He told his resource room teacher that he wants to get into vocational education like his best friend, Thomas.

*Although based on an actual confidential report, all names have been changed to protect the student's confidentiality.

Name Joseph Taylor

TEST OBSERVATION

Joseph is a 14 year old white male. He was pleasant and cooperative but extremely slow to answer verbal questions. If given enough time he would usually respond. Several items on the subtest Picture Completion were correct but had to be scored a zero because of time limits. He failed to notice inverted parts on the subject Object Assembly. He was able to do only 4 digits forward and 2 digits backwards on the subtest Digit Span.

TEST RESULTS

At this time according to the WISC, Joseph is functioning in the sub-average range on the verbal scale score, average range on the performance scale score, and low average range on the full scale score. There was a significant 23-point difference between the verbal and performance scale scores indicating that his visual modality is stronger than his verbal channel of learning. His greatest weaknesses were in the areas of attention and rote memory, mental arithmetic, word understanding, and information gained from experience and education. His greatest strengths were noted in the areas of verbal and non-verbal reasoning, social intelligence, and eye-hand coordination.

The wide Range Achievement Test indicates academic ability below age level expectations in reading, spelling, and arithmetic. Reading score was 4.8 grade level; spelling, 2.2 grade level; and arithmetic, 3.4 grade level.

Language Dominance

This Anglo family speaks no language other than English, therefore, the examiner felt that it was appropriate to administer the test instructions in English.

Learning Style

The visual channel was found to be superior to the verbal channel for Joseph

CONCLUSIONS AND RECOMMENDATIONS

Joseph is a boy of near average ability but not achieving but not achieving up to age level expectations because of visual and auditory perception problems. His learning style deviates so markedly from the norm of his age group that he needs special education intervention. At this time, Joseph continues to meet the general guidelines and specific eligibility criteria for LLD classification.

His educational program should be designed to reinforce functional academics that are directly related to a variety of specific vocations within his capabilities and interest. Manual dexterity could be appropriately measured through teacher constructed work samples.

Provide structure of assignments. Further explanation is needed of what is expected of him through the day. At the start of each day, he can be given a list of the educational tasks he must accomplish including time limits commensurate with his rate of ability. Try behavior contracts to get the desired behavior.

Name Joseph Taylor

A current vision, hearing, and general medical evaluation is in order.

If I can be of further help, please call the appraisal office.

Linda Lane
Examiner, Linda Lane
Educational Diagnostician

Jane Taylor
Parent Signature

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INDIVIDUALIZED EDUCATIONAL PROGRAM

NAME _____

BIRTHDATE _____ C.A. _____

SEX _____

TEACHER _____

DATE OF BATTERY _____

DATE OF I.E.P. _____

I.E.P. PLACEMENT _____

SPECIAL TEACHER _____

SCHOOL _____ UNIT _____

PRESENT LEVELS OF PERFORMANCE

Group Test		Individualized Test	
Reading Comprehension	_____	Math	_____
Math	_____	Reading Recognition	_____
Language Arts	_____	Spelling	_____
_____	_____	General Information	_____
_____	_____	Total Test	_____

Related Services	Educational Program
___ Special Transportation	_____ Regular Classroom
___ School Health Services	_____
___ Counseling with students and/or families	_____
___ Psychological Services	_____
___ Audiological Services	_____
___ Medical Diagnostic Services	_____
___ Occupational Therapy	_____
___ Physical Therapy	_____
___ Parent Counseling and Training	_____ Specialized Programs
___ Adaptive Equipment	_____
___ Special Seating	_____
___ Orientation and Mobility	_____
___ Speech Therapy	_____
___ Other: _____	_____
___ _____	_____
___ _____	_____
___ _____	_____
___ _____	_____ Total Hours

PROGRESS REPORT

Date _____ Quarter 1 2 3 4

Objective Progress

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

Signature
TEACHER _____
EDUC. DIAG. _____

Date _____ Quarter 1 2 3 4

Objective Progress

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

Signature
EDUC. DIAG. _____
TEACHER _____

Date _____ Quarter 1 2 3 4

Objective Progress

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

Signature
EDUC. DIAG. _____
TEACHER _____

Identified Strengths	Participants in I.E.P.	APPROVE	REJECT
	Parent or Guardian		
	Special Teacher		
	Regular Teacher		
	Administrative Representative		
	Counselor		
Identified Weaknesses	Educational Diagnostician		
	Psychologist		
	Supervisor		
	Student		
	Other		
	Date:		

Placement Recommendation: _____

Placement Justification: _____

_____ Eligible _____ Ineligible _____

(SIGNATURE)

Alternatives Considered: _____

Parent Responsibilities and/or Comments: _____

Special Transportation

_____Approved ——Rejected

Justification: _____

NAME _____

BIRTHDATE _____ BEGINNING DATE _____ ENDING DATE _____

PRIORITIZED ANNUAL GOALS (TERMINAL BEHAVIOR)

SHORT-TERM GOALS	PERSON RESPONSIBLE	AMOUNT OF TIME	BEGINNING DATE	ENDING DATE	EVALUATION METHOD

AN INDEPENDENT SCHOOL DISTRICT
CONFIDENTIAL REPORT OF PSYCHOLOGICAL TESTING*

Name: Janice York Birthdate: Age: 14-3

Parent's Name:

School: An ISD Grade: 9

Date of Examination: 2-9-79 Examiner: Linda Lane

Reason for Referral: Re-evaluation

Hearing: L_____ R _____ Vision: L_____ R_____ Dr. Wallace- does not need glasses (astigmatism)

Previous Testing: Grade: Results:

Tests Administered:

Binet: CA _____ MA _____ IQ _____ WISC: VS 72 PS 60 IQ 63

Basal _____ Ceiling _____ Bender Administered
4-23-76

Other WRAT: R.-2.6-ss 66; S.-3.7-ss 72; A.-2.3-ss 64

Adaptive Behavior Administered Language Dominance English

Verbal Scale Subtest	Scale Score	=	Performance Scale Subtest	Scale Score	
Information	5		Picture Completion	3	
Comprehension	8		Picture Arrangement	4	
Arithmetic	2		Block Design	5	
Similarities	5		Object Assembly	4	
Vocabulary	5		Coding	5	Normal Expected Score 10.0
Digit Span	8		Mazes		

BACKGROUND INFORMATION: Janice was recommended for the Plan A resource mainstreaming program in 1973-74. Janice is presently attending the resource communication skills and math classes. The career orientation program is also a part of her schedule.

Janice was a premature baby at seven months. "She was slow coming and like not have made it here alive," her mother said. The cord was choking her. A hernia was detected 5-6 weeks after birth. There was an

*Although based on an actual confidential report, all names have been changed to protect the student's confidentiality.

BACKGROUND INFORMATION (continued)

operation at age 3 for this. Janice has a bad heart and was in the hospital for three months. Her mother takes her to Houston at least once a year for this. She was born with one kidney which stopped working but five years ago it started working again. She needs a couple of operations on her neck according to her father. According to her mother, Janice walked late - "way past two." She keeps a cold and can't stand much heat. She has to have three hot meals a day or she will get sick with a fever.

TEST OBSERVATIONS

Janice is an attractive young lady, who is very small for her age. When conversation was required, she would shrug or nod her head at the beginning of the verbal part of the WISC. In order to establish rapport and verbal communication, the verbal and performance subtests were given in mixed order with first a verbal and then a performance subtest until completion. Janice did begin to answer the questions more readily. She drew and wrote with her right hand but she used her left hand for the performance subtests. Her small motor coordination was slow. All written work seemed to be difficult to perform and took much effort. On the performance tests object assembly and block design, Janice scored low; but time was the factor. Janice did not wear glasses during the test, though her records show a vision check with glasses to be 20/30 in both eyes.

TEST RESULTS

WISC: Janice is presently functioning within the mental defective range of intellectual functioning according to the full scale score of the WISC. The verbal scale score is within the borderline range. She scored in the mental defective range on the performance tests. Most subtest scores are flat. Strengths were noted on the comprehension subtest and digit span with scaled scores of 8 which are in the slow learner range. Janice's lowest scores were on the subtests: arithmetic (2), picture completion (3), picture arrangement (4) and object assembly (4). Scores of two and three are in the trainable range. A score of four is in the educable range.

Bender Gestalt

Janice took twelve minutes to complete this test with eight errors according to the Koppitz scale. The errors were: distortion, rotation, integration and perseveration.

Draw-A-Person

This is a simple stick figure with the exception of the head and hands. There was some detail of the head and face.

Adaptive Behavior

Two separate interviews were held with each individual parent. Both parents were cooperative. Janice has a long history of medical complications. She does not adjust to new situations very well according to her mother. Concerning potential vocational interest, her father said, "I hope she'll be able to work." Janice's mother did say she was

Adaptive Behavior (continued)

dependable. The doctor said Janice may never have a completely normal life. Janice can ride a bicycle but she cannot make change. She can and does help around the house. Both parents want Janice to continue in school. Mr. and Mrs. York said Janice is different from other children. They said "she is slow but she is doing better." When an activity is too hard for her, Janice becomes frustrated and stops working. She does not play cooperatively with others.

Language Dominance

English is determined to be the dominant language on the basis of the above information in the opinion of the examiner.

Wide Range Achievement Test

The following grade level scores are taken from the WRAT which was given in April of 1976: Reading 2.6, Spelling 3.7, Arithmetic 2.3.

CONCLUSIONS AND RECOMMENDATIONS

Janice is performing within the mental defective range of intellectual functioning according to the WISC. The adaptive behavior is below normal for an individual of Janice's age. The WRAT shows she is achieving more than four levels below her grade level. Though she has had speech therapy, Janice still has difficulty with verbal communication skills. Pencil and paper operations are performed with slow, deliberate strokes. Janice seems to have difficulty controlling the pencil to the task. All performance was slow. Janice qualifies for special education as educable mentally retarded. The present placement seems to be appropriate to her needs and abilities. It is recommended for the ARD committee to continue Janice in the resource program.

Janice will need emphasis on practical usage of academics based on vocational readiness skills. Time structuring should be introduced in relation to the vocational requirements. Verbal communication skills as well as social awareness could be worked on simultaneously in a small group situation.

Janice can best learn through the auditory channel. She needs a variety of experiences based on vocational and social situations. Opportunities to share experiences through discussion need to be provided consistently.

Linda Lane

Examiner: Linda Lane
Educational Diagnostician

INDIVIDUALIZED EDUCATIONAL PROGRAM

NAME _____

BIRTHDATE _____ C A _____

SEX _____

TEACHER _____

DATE OF BATTERY _____

DATE OF I E P _____

I E P PLACEMENT _____

SPECIAL TEACHER _____

SCHOOL _____ UNIT _____

PRESENT LEVELS OF PERFORMANCE

Group Test		Individualized Test	
Reading Comprehension	_____	Math	_____
Math	_____	Reading Recognition	_____
Language Arts	_____	Spelling	_____
_____	_____	General Information	_____
_____	_____	Total Test	_____

Related Services

___ Special Transportation
___ School Health Services
___ Counseling with students and/or families
___ Psychological Services
___ Audiological Services
___ Medical Diagnostic Services
___ Occupational Therapy
___ Physical Therapy
___ Parent Counseling and Training
___ Adaptive Equipment
___ Special Seating
___ Orientation and Mobility
___ Speech Therapy
___ Other: _____
___ _____
___ _____
___ _____
___ _____

Educational Program

_____ Regular Classroom
_____
_____
_____
_____
_____
_____
_____
_____ Specialized Programs
_____
_____
_____
_____
_____
_____
_____
_____ Total Hours

PROGRESS REPORT

Date _____ Quarter 1 2 3 4

Objective Progress

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

Signature
TEACHER _____
EDUC. DIAG. _____

Date _____ Quarter 1 2 3 4

Objective Progress

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

Signature
EDUC. DIAG. _____
TEACHER _____

Date _____ Quarter 1 2 3 4

Objective Progress

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

Signature
EDUC. DIAG. _____
TEACHER _____

Identified Strengths	Participants in I.E.P.	APPROVE	REJECT
	Parent or Guardian		
	Special Teacher		
	Regular Teacher		
	Administrative Representative		
	Counselor		
Identified Weaknesses	Educational Diagnostician		
	Psychologist		
	Supervisor		
	Student		
	Other		
	Date:		

Placement Recommendation: _____

Placement Justification: _____

_____ Eligible _____ Ineligible _____

(SIGNATURE)

Alternatives Considered: _____

Parent Responsibilities and/or Comments: _____

Special Transportation

____Approved ____Rejected

Justification: _____

NAME _____

BIRTHDATE _____ BEGINNING DATE _____ ENDING DATE _____

PRIORITIZED ANNUAL GOALS (TERMINAL BEHAVIOR)

SHORT-TERM GOALS	PERSON RESPONSIBLE	AMOUNT OF TIME	BEGINNING DATE	ENDING DATE	EVALUATION METHOD

51

Special Instructions

IV. ACTIVITY: *What's the Difference?*

SPECIAL INSTRUCTIONS:

1. Obtain a copy of your state's special education policies and procedures guide and make copies of the page describing placement policies for handicapped students.
2. Divide the participants into smaller groups and give each participant a copy of the placement procedures.
3. Encourage participants to be honest when comparing the guidelines to the local policies. Stress that local districts do have some freedom when applying those guidelines, so that differences are bound to occur.
4. If you choose, you can end the activity after the small groups have reported their conclusions. If you decide that preparing a local policy would help participants understand how a process could work ideally, then carry the activity through step 5 in the workbook.

PROBLEMS:

1. Participants may not have enough background to compare local placement procedures to state guidelines. You may have to limit this activity to workshops at which special education is also present.
2. Small groups may be slow to discuss the differences. You can guard against this by assigning capable facilitators as small group leaders or by preparing a list of questions participants should answer.

IV. ACTIVITY: *Which Job?*

HIDDEN PURPOSE: To show vocational teachers the many jobs which handicapped students would be capable of doing if given the opportunity and the appropriate training

SPECIAL INSTRUCTIONS:

1. Divide the participants into smaller groups. Assign a handicapped student.
2. Give each participant a copy of the form in their workbook and five minutes to complete the form.
3. Then ask their small group to develop a list together (which they agree on). Give them ten minutes for discussion.
4. Lead a discussion based on the small groups' lists and the way they differ. When participants have suggested that students could perform the job and be trained with modifications, ask them to define those modifications.

IV. ACTIVITY: *IEP Meetings*

SPECIAL INSTRUCTIONS:

1. Divide the group into smaller groups of from five to ten participants each.
2. Because each situation requires approximately 15 minutes, you may want to choose two or three which especially apply to your local district.
3. Time each discussion. After approximately 10 minutes, ask group leaders to summarize briefly their group's answers to the questions.

PROBLEMS: Your main problem will be time. Decide on a schedule and stick to it.

IV. ACTIVITY: *Writing an IEP*

SPECIAL INSTRUCTIONS:

1. Decide exactly what you want the participants to do. One way to shorten the activity is to ask participants to determine only short- and long-term goals for vocational placement. If time allows, however, you may want participants to complete the entire IEP.
2. You may want participants to complete your own district's IEP forms rather than the forms in the workbook.
3. Divide the group into smaller groups of five to ten participants each. Choose one of the two case studies (using both makes comparison at the end difficult).
4. Be sure the groups complete the IEP in the time allotted.
5. To end the activity, ask each group to report their decisions. These usually vary. Have group leaders defend their groups' choice.

PROBLEMS: Don't let the groups get bogged down in the details of the psychological data (or in the strange language). Stress placement. Keep the final discussion informal.

MODULE 5

Insights

Few of us who have had limited contact with handicapped people feel entirely comfortable with them, probably because we are unfamiliar with their world. We can't tell what they are thinking. We have the same complaint about people with a lot more education, or money, or social status; people from other countries, or just any group of people we identify as different.

One way to learn about being handicapped is to find out about the handicap itself. Therefore, in this section we have included very brief descriptions of chosen handicaps, with some identifying characteristics. Another way to learn, however, and one which is much more realistic and enlightening, is to meet handicapped people and find out for yourselves what having a certain handicap means in their lives. For this, we have included a few short monologues. While the descriptions of the handicapping conditions are very general, the monologues are very specific, expressing only one person's experience.

Glance through the following pages to acquaint yourselves with handicapping conditions. Two handicaps, visual impairment and learning disability, have already been covered in the slide presentation, so only descriptions will be given for them.

VISUAL IMPAIRMENT

Visually impaired students can be either blind or partially blind. Blind students must depend on their senses of touch and hearing rather than their sight. Partially blind students can see, but their vision is so limited that even with correction they need different materials, facilities, and equipment to succeed. Some observable characteristics: squinting and rubbing of eyes, sensitivity to bright lights, avoidance of close eye work, difficulty with coordination, and the appearance of being awkward and clumsy.

LEARNING DISABILITY

Learning disabilities are difficult to describe because they can be so varied. Usually, they are language-related handicaps linked to visual, audit-

ory, or motor disabilities. For visual learning disabilities, some characteristics are: limited attention span for visual task, repetition or omission of words when reading, holding books or written materials too closely, frequent forgetting, excessive blinking, and dizziness.

Observable characteristics for auditory learning disabilities include: difficulty in following oral directions, over-attentiveness, talking too loudly or softly, and not knowing where sound has come from.

MENTAL RETARDATION

Mentally retarded students have trouble learning. The extent of that difficulty, of course, varies from student to student. Some may have a rate of intellectual development close to 75% or normal, while others have a smaller rate. In public schools, most students who are labeled retarded are toward the upper level.

The observable characteristics of a mentally retarded student are: short memory retention, short attention span, poor motor ability, and poor language development. The student will probably not act his chronological age.

Christopher (Mildly retarded):

> I'm retarded. I don't say that to very many people, because they hold it against me. You know? They think it's me that's bad, not the way I learn.
>
> I can do almost anything I want to, though. I can play pinball, get a date like other kids, I can drive a car, and all sorts of things. If you just look at me, you won't even know I'm retarded.
>
> What I can't do is get really interested in what people are telling me. They use words I don't know, about things I've never seen. Reading is real hard, and I've never been much good at arithmetic. But if someone shows me something, then shows me again, and maybe even again, then I can probably do it.
>
> What do I *want* to do? Get a job. You know, get some money so I can buy a car. I'm real good at mowing the lawn, and some day I'll do the things Dad does to fix the mower. Maybe I can get a job like that.
>
> I sure hope so. Then maybe I won't be retarded anymore.

ORTHOPEDICALLY HANDICAPPED

Orthopedically handicapped students have muscular, skeletal, or neuro-muscular impairments. Their biggest distinguishing factor is that they can't get around as well as other people, and must rely on crutches or wheelchairs. Some are bed-ridden. Other characteristics include: lack of motor control, difficulty in using conventional materials or equipment for learning, slow movement, or pacing of routine activities and frequent stretching for exercise.

Tom (Wheelchair-bound):

> "My world is basically built around this wheelchair and the equipment I use. It's kind of like I'm driving a small car and everyone else is walking. In driving my car, people haven't made it very easy for me. There are a lot of architectural barriers, like steps, that keep me from getting around.
>
> One of my biggest problems is people's eyes. They're always staring at me when I go somewhere. Or, they're looking down at me when I talk to them. This puts me at a disadvantage. I have learned to ask people to sit down when we talk so I can look at them at the same eye level.
>
> You know, one out of every 200 persons is paralyzed to some degree. It seems strange, but a big problem of being paralyzed is that you can't feel pain. I sometimes hurt myself and don't even know it. One of the things that always amazes me when I talk to people is that they seem to be afraid to talk about physical things... like sports, camping or things they think I can't do. They don't realize that I enjoy all those things, too.
>
> People mostly talk to me in cliches, like "How you doin?" They must think that my physical handicap also makes me socially handicapped. They are also always trying to introduce me to another handicapped person. I really like to be around people who are not handicapped. You learn more for one thing.
>
> I think that one thing that bothers people is my equipment — my wheelchair, my hook and chest brace. If they knew more about my

equipment and what I can do, it would be better. You know, ever since I can remember, I've been making a running list of things I can do in a diary. The list includes brushing my teeth, using a typewriter and baking a cake. I now have about 15,000 things on that list. When people focus on what I can do instead of what I can't do, it's better for me and it's better for them.

HEARING IMPAIRED

A hearing impaired person is either hard of hearing or deaf. If hard-of-hearing, a person can hear and understand speech if certain compensations are made (louder than usual, hearing aid, and so forth). A deaf person must rely completely on lip speech reading or sign language, or a combination called total communication. Even a hearing aid will not help.

Some observable characteristics: inability to tell the direction of sounds, the omission or substitution of sounds, tension during a conversation, failure to respond when spoken to, and the inability to hear in a group.

Lisa (Hearing Impaired):

Yes, I have trouble hearing. Sounds just aren't as clear for me as they are for you. They're like a tree off in the distance, where all the leaves blend together. I can still hear the sounds you hear, I just have trouble making words out of them. That's why I watch people so carefully. The way their lips move, the way their expressions change, their eyes, those are all clues to what they're saying.

If you saw me at home, you'd never know I had trouble hearing (unless of course, you saw my hearing aids), because my family knows what I need. They never try to talk to me from where I can't see them (like behind my back). And when I get a blank look on my face, they just go back over what they've said in different words.

Talking to hard-of-hearing people, you're bound to get some blank looks. Don't think we're dumb though, or that we don't know what the words mean. That's not it at all. I know a lot of words because I read all the time. The problem is that we don't recognize the words, period. We can't sort out the different sounds so that a particular word stands out.

You probably don't have any trouble knowing what these words are: "G---d m--r---ng" (especially when they're the first words you hear in the morning!). But what about these words? "--- oth---- c----f---- b-------r." Would you recognize "The other coffee's better"? Probably not.

So you see, when you can't hear very well, you do a lot of guessing — and hoping that your guess is right. Those jokes where someone says, "How's the weather?" and someone answers, "No, I haven't met her." You know? You might think they're funny. I think they're awful. They scare me.

Another thing that scares me is talking. See, I talk funny. My words sound weird. I know people think I'm shy or stand-offish or even withdrawn, because I'm so quiet. I'm used to that by now. Still, if they knew what a hassle it is for me to get people to understand what I'm saying, they wouldn't wonder why I don't talk much. At home I talk all the time (maybe to make up for the rest of the day, I don't know). At home, everyone understands me the first time.

When I was a kid, I hardly went out at all to play, because I was so scared of making a fool of myself and because the neighborhood kids thought I was a big joke. The big thing was to make fun of the way I talked. Now I'm in high school, though, and I have a lot of friends. There's one other hard-of-hearing kid in my commercial art class. He's super. And I have other friends, too — not all who have trouble hearing, either. We go to football games, and dances, and things. One of them has a car. I'm going to driver's ed now, over at the community college.

So like I said, words are just fuzzy to me, like a picture out of focus. And I'm not dumb either. Just take time talking to me and face me so I can see you. Then go back and explain something in different words when I can't understand you. That's not so hard is it?

(Hey, did I talk too much? Sorry. It's just that I hardly ever meet someone who I can sigh with.)

SPEECH IMPAIRED

Speech impaired students have speech patterns which differ from the normal to the extent that it is noticeable. Some speech disorders are articulatory, stuttering, delayed speech, and speech associated with cleft palate, hearing impairment, or cerebral palsy. Their speech is characterized by substitutions, omissions, and distortions.

Jeremy (Stuttering):

I'm a normal healthy kid with one problem: I stutter. Really, when you think about all the things I *can* do, you wouldn't think stuttering would make such a big difference.

It does though, for some of the things that count the most. Like friends. I have a real hard time making them. Kids I meet either get impatient and fill in words for me before I could finish a sentence, or pity me and I don't want that stuff in a friend. And respect. I used to have a real big problem with that. After all, who can respect you when you have to struggle so hard just to get a stupid word out?

But I've got it pretty good now that I'm in small engine repair. None of the kids in class seem to mind when I don't join into all the friendly chatter that goes on in the shop. Why should they? Last year I won the state championship, and this year I've earned so much money fixing lawnmowers, and edgers, and go-carts and things around my neighborhood, that I bought me a Camaro. Talk about respect! You don't have to talk real good to drive a Camaro.

Really you don't have to talk real good to do a lot of things. If only people would realize that.

EMOTIONALLY DISTURBED

Emotionally disturbed students, for any number of reasons, have trouble controlling their behavior. These difficulties may result from a wide range of psychiatric disturbances. Some characteristics: hypersensitivity to criticism, low tolerance for frustration, tendency to be overly critical of self, tendency toward imagined persecution, habitual isolation from others, nervousness and explosive, immaturity, or inappropriate behavior in the classroom.

These students usually have had very little stability in their lives, at home or at school.

Charlie (Emotionally Disturbed):

Sometimes I get outside myself and see what I'm doing. Causing trouble for myself and for the other kids. Embarrassing the teachers in front of other people. Sometimes I hate what I do . . . the times I get outside myself.

Mostly, things just happen. I can't describe my feelings then, or explain why I do the things that make me the way I am. I try, you know, sometimes I really try to tell them so someone will understand.

I've sat so many hours with counselors and psychologists and other people who are supposed to help me. And I try then too. I answer all their questions. And, wow! do they ask me questions. They ask, I answer, they correct me (and how do they know anyway?). You know, it's all a big game and at the end of it *they* get the big paycheck. Do they think I don't know that's why they do it?

And my teachers. Do they think I don't know they send me down there just to get rid of me for a while? Yeah, well, they don't kid me. I'm real good at showing them just how much they really care about me. I go into a new class (and I do that a lot; they shuffle me around pretty good) and there's the teacher all cheery, all ready to show how much he cares. Yeah, well, none of them really care.

Not about me they don't. Not about people who pick their noses, and bang their heads, and squeak their chair, and tear their paper. Oh, what's the use? It's all a big game and when it comes to showing them who they really care about, I'm the big winner. Just a game and I win.

Until I get outside myself . . .

OTHER HEALTH IMPAIRED

Students with this handicap have limited strength and vitality because of chronic health problems. These could be caused by rheumatic fever, heart conditions, tuberculosis, asthma, epilepsy, leukemia, nephritis, hemophilia, and infectious mononucleosis. Don't be surprised if these students are apathetic, and constantly tired.

They will frequently miss school and often for long periods of time.

Lynette (Heart Trouble):

> The first time I had a heart murmur I thought I would die. I know in all the books, when someone comes to in the hospital, they think right away, "Oh, this is heaven?" Well, I didn't. I didn't really *think* anything. I just *felt* afraid.
>
> And you know those white walls? Maybe to some people, they look good, cause they're so clean and everything. To me, they look awful. You know . . . like they were always coming out at me, so pushy and bright in that little tiny room.
>
> That's how it is in the hospital. Everyone is always coming at you, with shots or more tests or all sorts of horrible things.
>
> Do I sound paranoid or something? Maybe I am. But if you had spent as much time in the hospital as I have, you would be scared too. And if you hated it as much as I do, you would be real careful about not going back.
>
> That's why I'm like I am, why I sit it out in PE, and why I don't even try out for the drill team. If you want to seem really weird, be the only person who won't go see *Jaws*, or ride the roller coaster, or play intramurals.
>
> I do jog a little though, to help keep my weight down. I have to be so darn careful about how much I weigh because extra pounds push on your heart — you know, it has to work harder. You wouldn't believe how many things put stress on your heart.
>
> That's why I like computer programming. Computers are real quiet, and the only surprise they throw at you is your program not working again. I really like it and someday I'm going to earn my living doing it.
>
> Then maybe even white walls won't scare me! (See, at least I can laugh about it!)

MULTI-HANDICAPPED

Unfortunately, many handicaps pull others with them: a person with cerebral palsy might have trouble talking, a retarded person may have trouble with mobility. According to Frank Bowe, in *Handicapping America*, "half of all disabled children and youth of school age are multiply disabled, with fully one-fourth having three or more disabilities." If so, public educators must become equipped to deal with more than one learning problem in their students.

SUMMARY

The descriptions and monologues in this section of the workbook are an introduction to the many problems students with handicaps might have. Disabilities are often over-emphasized. By the time they reach high school, most students with handicaps know the importance of compensating for those handicaps, and are very willing to discuss new suggestions. In the end, it is their strengths and normal abilities that will determine their success in both vocational education and the jobs they eventually hold.

MODULE 5

Activities

ACTIVITY: *What it's like*

Purpose: To simulate a handicapping condition

Materials: Any or all of the following:
Wheel chairs (borrowed from hospital)
Crutches (borrowed from school nurse)
Eye patches
Ear plugs
Arm slings
Cards with handicapping conditions (see Leader's Guide)
Cards printed with "non-handicapped helper"

Time: 60-90 minutes (during lunch break).

Instructions:
1. Draw a card. If it has a handicapping condition, get the necessary equipment or materials for simulating that handicap.
2. Then go to lunch with a non-handicapped helper.
3. Be prepared to share your experiences (difficulties, negative or positive attitudes, new perspectives).

ACTIVITY: *New Perspectives*

Purpose: To discover hidden strengths of handicapped students

Materials: Paper
Pencils

Time: 30-45 minutes

Instructions: 1. Your workshop leader will assign a handicapping condition to your small group. You will have five (5) minutes to list as many disadvantages you can think of to having that handicap. Be as specific as possible.
2. Be prepared to share your list with the whole group.
3. Now turn over your sheet of paper and list as many advantages as you can think of.
4. Again be prepared to share your list.

ACTIVITY: *Speaker*

Purpose: To give a chance for participants to speak with a handicapped person

Materials: As required by the speaker

Time: 30-45 minutes

Instructions: 1. Invite a handicapped person to relate experiences, problems and solutions, barriers, and successes. Stress that you prefer personal experiences. Local rehabilitation officers, advocacy groups, or even special education personnel may be able to suggest possible speakers.
2. Leave time for questions.

Special Instructions

V. ACTIVITY: *What It's Like*

SPECIAL INSTRUCTIONS:

1. First collect all the equipment necessary (as listed in the workbook), then make cards. If you have two wheelchairs, have two cards which read "wheelchair-bound," if you have two slings have two cards which read "without an arm," and so forth. The cards do not have to be big — just large enough to be drawn from a hat.
2. Assign one non-handicapped person to each handicapped person (usually participants will pair off naturally).
3. After participants return from lunch, ask them to report on their experiences, any difficulties, negative attitudes, and so forth.

PROBLEMS: If participants do not want to take part, do not force them. You will need some participants to be nonhandicapped anyway.

V. ACTIVITY: *New Perspectives*

SPECIAL INSTRUCTIONS:

1. Choose one of the following handicapping conditions and assign it to all the small groups (you may also assign a different condition to each group): visually impaired, learning disabled, mentally retarded, orthopedically handicapped, hearing impaired, speech impaired, emotionally disturbed, other health impaired, or multi-handicapped. You will probably have to define these impairments with a little more detail.
2. Supply a specific situation which you want participants to react to (see below). This will help guard against vague answers (for example, a visually impaired person will have trouble seeing). To further guard against this, you may want to give examples which are extremely specific.

3. Give each group a point for every disadvantage they list and two points for every advantage.
4. Have each small group report their lists.

PROBLEMS: If answers are too vague, try the suggestions above. If participants cannot think of any advantages, cut the time for the activity short.

SITUATIONS:

At a ball game
Buying groceries
Eating out
Applying for a job
First day of college
Going to a movie
At the amusement park
On a cruise
Buying a car
On a plane trip
Contesting a speeding ticket
Furnishing a house
Applying for a loan
Going to a conference or convention

V. ACTIVITY: *Handicapped Speaker*

SPECIAL INSTRUCTIONS:

1. When trying to decide who to invite, consider the following sources for suggestions:
   - local civic organizations
   - local special education department
   - state or local rehabilitation commission
   - the American Coalition of Citizens with Disabilities (Washington, D.C.). This organization can put you in touch with local advocacy groups.
   - state or local committees for the employment of the handicapped. Most governors have such a committee, as do many mayors of big cities.
2. Once you have invited someone, be sure you will be able to provide anything they may need (an interpreter, ramps, microphone, etc.).
3. Come prepared with some questions.

PROBLEMS: Some speakers are dull. The best guard against this is to limit their time. If they are interesting speakers extend the question/answer period. Usually workshop participants prefer short presentations.

MODULE 6

Teaching Skills

Learning can be more difficult with students who have handicaps because most handicaps in some way limit or distort the student's ability to receive, process, or act upon information. An easy way to visualize how to deal with these problems is to look at the learning process in terms of a mental computer. For non-handicapped students this mental computer is able to receive information, process it, and produce an output with relative ease. This is not the case for many handicapped students. In order to successfully teach handicapped students, teachers have to adjust their teaching strategies to fit the input, processing and output problems that these students have.

INPUT

In order for each student's mental computer to successfully operate in the learning situation, it must have good input. If input is distorted, learning is distorted. Each student has three basic channels for receiving information — the visual or seeing channel, the auditory or hearing channel, and the tactile-kinesthetic or the touching and muscle sense channel. Students receive information by seeing, hearing and touching.

For handicapped students, one or more of these input channels may be impaired or absent, but teachers can program information in such a way that students are able to receive it. If the student's handicap is such that one input channel is limited, the teacher can compensate for the handicap by using teaching aids such as large letters for students with vision problems and tape recorders and oral tests for students who have trouble reading.

If the student's input channel is completely blocked, the teacher can program information for the student to receive through the remaining open channels. For the blind student, for example, visual information should be spoken so that the student gets the information through hearing or touching.

PROCESSING

Many handicapped students are able to receive information through all three input channels, but have difficulty processing the information once it is received. Some cannot process the information, so have trouble applying a fact learned in one situation to another situation. Other students cannot call the information back, and so seem forgetful.

If necessary, teachers can make information easier to process. In this strategy, the teacher pre-sorts and pre-classifies information before presenting it to the student, and so detours around

the student's processing problem. For example, a vocational teacher can set out necessary tools, engine parts, screws, nuts, bolts, etc., before the student begins a day's work.

Another strategy is to break information down into steps and teach one step at a time. Although this may seem like a normal teaching procedure, for handicapped students learning steps should be much smaller than steps normally used for non-handicapped students. Some handicapped students also have difficulty in following step sequence even though the steps are simple. Teachers can help to make this easier as well. For example, while performing a step, students can be required to recite the step number and what they are doing. Students with vision impairments can be required to touch or move a wooden number corresponding to the step they are performing in a sequence.

Students with a processing problem may be able to retain more of the information that is received if they continually repeat the information. Handicapped students may need a great deal of repetition in order to process the information into memory and to activate easy retrieval.

A fourth strategy for students with processing problems is to present information in each student's best processing channel. If the student processes best visually, the student should see the information. If the student processes best auditorally, the student should hear the information, and if the student processes best kinesthetically, the student needs "hands on" training.

OUTPUT

A third area where teachers encounter difficulties in teaching handicapped students relates to student output. Some handicapped students have difficulty translating information once they have received and processed it: their muscles and bodies won't do what they want them to do, their speech won't come out as intended. Because output is usually used to measure student learning and skill development, teachers will want to help the student produce a constantly improved output. This requires realistic expectations, tolerance, and a system of rewards.

Having realistic expectations concerning the student's output capabilities will influence the student's efforts. If teacher expectations are "too high," the student may sense failure and cease to try. If teacher expectations are "too low," the student may lose the motivation to try. In order to get expectations in line with what the student is capable of doing, the teacher should stay in close touch with how the student is doing.

Nevertheless, while constantly assessing the student's progress, teachers will want to remain relaxed, tolerant and non-threatening when trying to communicate. Nothing could be worse than an atmosphere of constant criticism or constant unwarranted praise. This only compounds the student's handicap.

Finally, the teacher should consistently reward the student for success, and for progress toward success. In order to develop a backlog of success for the student, the teacher should even plan activities in which the student can succeed. This is especially true when handicapped students are integrated into classes where they compete with non-handicapped students. Success, however, should be interlaced with challenges.

In teaching the handicapped student, the teacher must make sure the student has an opportunity to learn. The teacher has to make sure the student receives, to the degree possible, undistorted information in a form that will help the student process and return the information. In this way the teacher will help the student develop a success backlog through realistic expectations, tolerance and rewards.

MODULE 6

Activities

ACTIVITY: *It's Different*

Purpose: To compare teaching the handicapped with teaching the nonhandicapped.

Materials: Following worksheet duplicated for each participant.
Pencils

Time: 15 minutes

Instructions:
1. Read the following worksheet.
2. Then fill in the worksheet. In the first column list what is different when you teach the handicapped, and in the next list what isn't different.
3. Select a team recorder who will report your list to the group.

WORKSHEET

Overheard in a teacher's lounge:

"You know, I thought having handicapped students in my class would cause some big changes, but no way. Not that much has changed."

"You've got to be kidding. My whole teaching situation is different. I can't move the class along as fast as I used to. I'm not sure how to grade anymore, and I worry that somebody's going to get hurt.

Exactly how different is it to teach handicapped students? Use the space below to list the things that your team thinks are different and not different.

DIFFERENT **NOT DIFFERENT**

DIFFERENT **NOT DIFFERENT**

ACTIVITY: *Learner Analysis*

Purpose: To decide how to teach specific skills to students with differing handicapping conditions

Materials: Workbook
Paper and pencil

Time: 45-60 minutes

Instructions:
1. Your workshop leader will assign your team one of the students described below. Read the description.
2. Then read the list of tasks and choose one related to your team's field.
3. Analyze the task according to your student's abilities, and answer the questions.

Students:

Sam Thompson is a mildly retarded student. He is 19 years old. Sam has a short attention span and is frequently inattentive. He is significantly below grade level in both reading and math. His motor skills are average for his age.

Tony Garza has an auditory learning disability and has difficulty following oral instructions. When receiving instructions Tony frequently requests that information be repeated. His math skills are good, but his reading skills are at about the third-grade level.

Tracy Wilson, a 16-year-old wheelchair-bound paraplegic, is paralyzed from the waist down. She moves around easily in her wheelchair and has full use of her arms. Her reading and math skills are at grade level and her performance in the building trades has been excellent.

Lorne Simpson, an 18-year-old partially blind student, must depend on his sense of touch for learning. He has some difficulty with eye-hand coordination and while his math is at grade level his reading is below grade level.

Peter Miller is 19-year-old deaf student. He does some lip reading and signing. Peter is unable to recognize speech sounds, even with a hearing aid, and his reading and math are about two grades below his school-age peers.

List of Tasks:

Shampoo hair.
Give a manicure.
Comb hair out.
Set hair.
Blow dry hair.
Put paper in typewriter.
File alphabetically.
Operate copy machine.
Collate.
Learn the keyboard.
Make out a sales slip.
Run the cash register.
Make change.
Restock shelves.

Make a bed.
Give a bath.
Change a dressing.
Grill hamburgers.
Make out a check.
Set buffet table.
Bake a cake.
Take an order.
Prepare soil.
Repot plants.
Arrange flowers.
Prune plants.
Fertilize plants.
Diaper a baby.
Balance a meal.

Plan a menu.
Lay a pattern.
Press a garment.
Match fabrics.
Sew a patch on jeans.
Charge systems with refrigerants.
Overhaul a lawnmower.
Use a rip saw.
Cross-cut on a radial arm saw.
Use the framing square.
Cut metal with a hack saw.
Set a rivet.
Position a spray gun.
Put moulding around a window.

Any others you may want to add.

Questions:

Input

1. What is your student's best input channel?
2. What channel or channels may need compensation?
3. What aids might help the student?

Processing

1. What processing problems might the student have?
2. How would you break the task down into smaller steps? List each one.
3. How would you help the student learn sequence?
4. What safety precautions would be necessary?

Output

1. How frequently would you need to evaluate the student's learning?
2. How would you do so? What output problems might the student have?
3. How would you reinforce learning?

ACTIVITY: *What works?*

Purpose: To develop a list of successful techniques for teaching the handicapped

Materials: Paper
Pencil

Time: 20-40 minutes

Instructions:
1. Once you are in your small group, list any problems you have personally had when teaching a handicapped student and how you solve it. Then go around your group and share your experiences.
2. If your group has had little experience with the handicapped, refer to the list below. As a group, decide what would be the best approach to solving each problem.
3. Be prepared to share one or two of the solutions with the entire group.

Problems:

A student who has been in special education classes all her life is now in a regular classroom, but is too frightened by this new environment to make any progress.

A visually impaired student is unwilling to sit near the front of the class even though doing so would allow him to read the blackboard.

Everytime you ask one handicapped student if she understands a method or task, she nods her head vigorously. Ten minutes later she has forgotten it.

A hearing impaired student, whose speech is very difficult to understand, will never respond in class — presumably because his efforts have been laughed at previously.

An emotionally disturbed student will not do her part in cleaning up the shop.

A mildly retarded student has a bad habit of swinging his head back and forth. The rest of the class is beginning to make fun of him because of it.

One student from special education just will not try anything new. She seems to lack any motivation.

Another special education student could not handle your first criticism. He sulked in the corner and refused to pay any attention to you for several days.

One student has almost no staying power. You put her on a task and a few minutes later she is over bothering another student.

You are very worried about one of your slow learners. He seems to know that he must put up the guard and pull down his safety glass before using the equipment — but how can you be sure?

Special Instructions

VI. ACTIVITY: *It's Different*

HIDDEN PURPOSE: To show that very few important considerations are different when teaching the handicapped

SPECIAL INSTRUCTIONS:

1. Divide the participants into three smaller groups.
2. After reviewing the activity, give them only three minutes to list any differences. Warn them that their time is limited.
3. Then give them three minutes to list any similarities.
4. Ask a team reporter to read off their group's list. At your own discretion, let the participants discuss their differences of opinion.

PROBLEMS:

1. If you think your participants may not be able to come up with any similarities, tell them they will receive one point for every item (either difference or similarity) which they put down.
2. You may want to make the activity simpler by asking reporters to read just their differences and discuss, and then their similarities and discuss. This will take more time.

VI. ACTIVITY: *Learner Analysis*

SPECIAL INSTRUCTIONS:

1. Divide the participants into small groups. You may find that the activity works better if you put participants from a common vocational area together (T & I together, Home Economics together). If your group is very small, you may even want to put only two teachers together. This will allow teachers to work together more.
2. You may either assign each small group one of the five students, or you may allow them to choose one. If you allow them to choose, most may choose the mildly retarded or LLD student.
3. When the small groups report at the end, encourage the reporters to be brief. You may want to ask certain questions from the list on the second page of the activity.

PROBLEMS: If you do not have enough participants from the same vocational area, you may want to team one vocational teacher with one special education teacher. Teachers from different vocational areas could work together, but the effectiveness of the activity may not be as great.

VI. ACTIVITY: *What Works?*

SPECIAL INSTRUCTIONS: Divide the participants into small groups.

PROBLEMS: If participants have had little experience with students who have been labeled "handicapped," you may find that the problems listed in the workbook will start some discussion. You may even find that you need to pick out three or four which you would like them to discuss. Once on a problem, participants could discuss for quite a while.

SCRIPTS

Including the Handicapped

MODULE 1:

NARRATOR: This program is called "Including the Handicapped" and focuses on a currently important objective in education . . . the including of handicapped students in regular education.

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NARRATOR: The program was developed at Texas A&M University specifically for vocational education personnel in public school systems. Funds for the program were provided by the Texas Education Agency.

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PARENT: I'm so glad they are doing something for my Carl. Now maybe he'll be able to get a job someday.

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TEACHER: Good grief! . . . . . if I didn't have enough trouble teaching the kids I've got. Now they're going to dump these handicapped kids on me.

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REGULAR STUDENT: Did you see those weird kids we've got in school? I hope they don't put one in one of my classes.

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SCHOOL ADMINISTRATOR: A-R-D . . . . . V-E-H . . . . . I-E-P . . . . . M-R . . . . . things sure were nice when it was just A-B-C.

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HANDICAPPED STUDENT: Auto mechanics . . . someday I'll be able to work on my own car. Maybe I'll be able to work for a garage.

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NARRATOR: At the present time, public school systems throughout the United States are developing and implementing programs directed toward integrating handicapped students into regular education.

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NARRATOR: School systems are implementing these programs for three reasons. One is what might be called a moral reason, another is an economic reason. And the third is a legal reason.

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NARRATOR: The moral reason is the simple fact that handicapped students have not been given the opportunities in education they have deserved as citizens.

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NARRATOR: In the past, the public schools have tended to exclude or ignore handicapped people. Educational alternatives that have been available to handicapped students have been outside of the regular education experience.

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NARRATOR: In the past, handicapped students either received their instruction at home, in institutions, or in special classes.

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NARRATOR: This isolation from the mainstream of education has had a serious impact on the development of handicapped students as independent, contributing citizens.

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NARRATOR: For one thing it has prevented them from having positive behavior models to copy, positive experiences from which to learn, and positive opportunities to develop their potential.

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NARRATOR: The educational barriers built around the handicapped have kept them out of the classroom, out of our social life, out of the way.

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NARRATOR: In an era of equal rights for all, educators now recognize that they have a moral responsibility to break the isolation and give handicapped youth the same educational benefits that other students now receive.

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NARRATOR: The second reason that handicapped youth are now being integrated into regular education is economic. Whether we realize it or not, there is an economic payoff in educating the handicapped.

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NARRATOR: It currently costs American people 114 billion dollars a year in public and private funds to support disabled people.

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NARRATOR: Through expanded vocational education, many handicapped students can eventually become contributors to our economy rather than just receivers of economic benefits.

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NARRATOR: The third, and perhaps major, reason that handicapped youth are now being integrated into regular education is simply that it is the law.

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NARRATOR: In 1975, Congress passed the "Education for All Handicapped Children Act," generally known as Public Law 94-142.

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NARRATOR: This law requires that handicapped stu-

dents be educated with non-handicapped students in public or private schools to the maximum extent possible and "appropriate" to the needs of the students.

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NARRATOR: The basic intent of the law is to place handicapped students in the least restrictive environment.

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NARRATOR: In addition to establishing the basic education rights of the handicapped, this law sets up requirements for individualized education programs, for due process protection, for non-discriminatory testing and evaluation procedures, and for confidentiality of information.

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NARRATOR: Vocational educators will recognize that the new law complements Public Law 94-482, the law for educating handicapped students in vocational education.

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NARRATOR: In attempting to fulfill both their moral and economic responsibility and the legal requirements of Public Law 94-142 and Public Law 94-482, some school systems have run into adjustment problems.

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NARRATOR: Educators are confused about the legal requirements and concerned that they lack the skills for teaching the handicapped. This confusion and concern is also complicated by prejudice.

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NARRATOR: Problems related to the law center around interpreting the requirements, defining responsibilities, setting up individual programs, and organizing support services.

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NARRATOR: In many schools people are so confused about "what to do" that their goal, providing handicapped students with a quality education, is often overshadowed.

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NARRATOR: As for skills, few teachers have been exposed to the different handicapping conditions, and therefore few teachers believe they have the skills needed to teach these students.

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NARRATOR: If teachers and students are prejudiced, perhaps it is because they have been isolated from handicapped people in the past. Being unfamiliar with the handicapped, they exclude and ignore them.

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NARRATOR: Although many school systems are having difficulties, some have had success with their programs.

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NARRATOR: The major characteristic of these model programs is that they have operationally defined their objective and have operationally defined the steps to be taken to accomplish this objective.

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NARRATOR: For most successful programs, the objective is to move the handicapped students to the degree possible and feasible from isolation to integration, from dependence to independence.

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NARRATOR: To achieve this objective, educators have set forth a series of steps. These steps might be viewed as rungs on a ladder.

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NARRATOR: One step on the ladder is to clearly define the roles of school personnel and students, that is, what these people must do in order to successfully integrate the handicapped into regular education.

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NARRATOR: In successful programs, principals, vocational directors, guidance counselors, teachers, parents and others involved know their roles and responsibilities, and the functional relationships between these roles.

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NARRATOR: Another step on the ladder is to develop procedures for realistically assessing the needs and aptitudes of each handicapped student.

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NARRATOR: In successful models, educators focus their evaluation on determining the student's abilities and not the limitations of the student's disability. That is, they seek to determine skill potential in areas in which the student is not handicapped.

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NARRATOR: Another step on the ladder is to provide a process for placing handicapped students in learning situations appropriate to their needs.

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NARRATOR: Effective educators accomplish this process through program planning teams, but more importantly, by coordinating and scheduling the efforts of these teams.

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NARRATOR: Another step on the ladder is to provide people with insights into the problems and needs of students with various handicapping conditions.

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NARRATOR: Many model programs provide organized instruction for staff members about handicapping conditions. In some programs, this instruction is extended to parents and student peers. The goal of the instruction is to

develop a supportive environment for handicapped students in the classroom.

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NARRATOR: Another step on the ladder is to develop skills for teaching students with different handicapping conditions.

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NARRATOR: In successful models, teachers are aware of how students with different handicapping conditions learn, and the teaching strategies that will work for each student.

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NARRATOR: This program will provide administrators, staff personnel, and teachers in vocational education with information that will help them integrate handicapped students in their schools and classes.

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NARRATOR: The program has six orientation modules. You are participating in the first module, the Introduction, right now.

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NARRATOR: The second module will provide you with information on the different roles that educational personnel must portray both in the school and in the classroom if handicapped students are to be successfully integrated into regular education.

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NARRATOR: The third module will provide information on assessment procedures or how to solve some of the problems currently being faced in testing and evaluating handicapped youth.

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NARRATOR: The fourth module will explain the placement process and the procedures for developing individualized education programs for handicapped students.

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NARRATOR: The fifth module will give you insights into some of the needs and problems faced by students with different handicaps. This information may help you understand and communicate with your handicapped students.

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NARRATOR: And the sixth module will inform you about the learning styles of students with different handicaps, and about the teaching strategies that may appeal to these styles.

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NARRATOR: Now for some information on program procedure.

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NARRATOR: The procedure includes slide-tape presentations, team sessions, and feedback sessions.

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NARRATOR: Information in the slide-tape presentations will provide a thinking frame-work about the subject being covered in the module. These presentations are usually about fifteen to twenty minutes long.

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NARRATOR: Following each slide presentation, you will take part in team learning exercises with a few of your colleagues.

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NARRATOR: These exercises will include case histories, role-playing activity, and discussion problems.

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NARRATOR: After each activity, you will join the other teams in a feedback session where someone from your team will report your conclusions to the total group.

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NARRATOR: Now let us participate in our first team activity. You will find the exercise for the activity at the end of Module One in the participant's text.

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NARRATOR: This exercise deals with some of the problems vocational educators face in including the handicapped in vocational education.

MODULE 2: Roles

NARRATOR: This is the second module in the program entitled "Including the Handicapped." This module is concerned with defining the roles that people in secondary schools must portray in order to include handicapped students in regular vocational classes.

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NARRATOR: In most model programs a major step on the ladder for integrating handicapped students into regular education is to clearly define the roles of the people responsible for the process, that is, what do people do.

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NARRATOR: In these model programs it has been found that when the roles are clearly defined, people are not only encouraged "to act," but their actions complement each other.

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NARRATOR: However, clearly defining these roles is sometimes difficult. This is because the legal requirements for educating the handicapped tend to emphasize "what must be done" rather than "who" does "what."

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NARRATOR: The law does not clearly define the function and responsibilities of teachers, principals, vocational directors, special education personnel and others.

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NARRATOR: And it does not define how people in these positions should work together.

NARRATOR: One way to easily understand roles and responsibilities in the handicapped integration process is to view the vocational classroom as a theatrical stage where learning scenes are "acted out."

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NARRATOR: Before Public Law 94-142, the cast on this stage was the teacher and regular vocational students.

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NARRATOR: In general, this cast of actors was able to work together effectively. The teacher knew how to teach the class — and the students knew how to respond through learning.

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NARRATOR: Following enactment of Public Law 94-142, some new scenes that have impact for vocational education have been written for the classroom stage.

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NARRATOR: Now some new actors have appeared on the classroom stage. These new actors are handicapped.

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NARRATOR: These new actors have a wide range of handicapping conditions that may require different learning paces and different learning programs.

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NARRATOR: Essentially what has happened on the vocational classroom stage is that a new play is being produced.

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NARRATOR: Basically, the new play has a simple plot: teach vocational skills to regular students and to handicapped students in the same classroom.

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NARRATOR: This new play will require some role and script changes on the part of the actors.

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NARRATOR: The teacher's new role will be to generate a dialogue in class that will include both handicapped students and regular students, and to impart information in ways that all students will learn.

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NARRATOR: The newest members of the cast, the handicapped students, need roles defined for them that will meet their needs and fit their abilities.

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NARRATOR: Finally, the regular students, who make up the largest part of the cast, need to accept and be supportive of the new actors.

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NARRATOR: Like all plays, this new play will require the efforts of a lot of people working backstage, a lot of people working behind the scenes.

NARRATOR: There are five backstage roles that must be effectively portrayed in order for this new play to be a smash hit.

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NARRATOR: These backstage roles for the classroom stage are comparable to the backstage roles in the theatre, they include the producer, the agent, casting, the director and acting coach.

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NARRATOR: Let's take the first backstage role, the role of the producer. This role is portrayed in the school organization by the Building Level Principal.

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NARRATOR: Like all successful producers, the building level principal must be committed to and believe in the play that's being produced, and must bring together the necessary resources to ensure the play's success.

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NARRATOR: For the play to be successful, the building level principal must organize and define the roles of the support services groups who work with the actors on the vocational classroom stage.

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NARRATOR: The principal must resolve any difficulties that develop between various support service groups.

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NARRATOR: And the principal must follow up to see that the necessary services are being provided by these groups for the classroom stage.

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NARRATOR: The second role is the role of the agent. It is the job of the "agent" to help find proper parts for the new actors, the handicapped students. The role of the "agent" is portrayed by the Special Education Director and the Special Education staff.

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NARRATOR: Like all agents, the Special Education staff must pave the way for the new actors, and make sure that each actor has an opportunity to find an "appropriate" part.

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NARRATOR: The Special Education staff must inform other school personnel about the needs, potential and unique learning requirements of all handicapped students so that the school system can develop suitable learning scenes for them.

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NARRATOR: The Special Education staff members must also represent handicapped students' interests to make sure that the school system not only complies with the law, but to make sure that all school personnel understand the

overall objective of mainstreaming handicapped students.

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NARRATOR: The third role is the role of the Casting Director. The Casting Director casts the new actors into roles for which they are best suited. The casting role is portrayed by the I.E.P. Committee and the A.R.D. Committee.

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NARRATOR: These committees make sure that the new actors, handicapped students, are cast in "appropriate" scenes based on their talent, interest and potential.

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NARRATOR: The fourth backstage role is the role of the "director." This role is portrayed by the Vocational Education Director.

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NARRATOR: Like all play directors, the Vocational Education Director is responsible for directing the actions of the players and bringing out their best performance.

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NARRATOR: The role of the Vocational Education Director is to make sure that the teacher has the skills and necessary props for teaching and helping the new actors.

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NARRATOR: The Vocational Director must also make sure that the individual programs developed by the casting committee for handicapped students are carried out.

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NARRATOR: And that the quality of education regular students have received in the past is maintained for them.

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NARRATOR: The fifth role is the role of the acting coach. The coach works with the new actors and tries to help them understand and successfully play their classroom part. The role of acting coach is provided by the guidance counselor.

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NARRATOR: Like the acting coach, the role of the guidance counselor is to counsel handicapped students on special problems they have in playing their parts and in dealing with the other actors.

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NARRATOR: It is the job of the guidance counselor to advise handicapped students and help them solve problems that may have developed about their individual learning problems.

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NARRATOR: As we can see, it takes a number of people portraying different roles and bringing together different skills to make the new play on the classroom stage a hit.

NARRATOR: It takes people working "on stage" and people working behind the scenes.

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NARRATOR: Even though attention is generally focused on the players "on stage" — the teacher, handicapped students and regular students —

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NARRATOR: most model programs have found that this play, like all plays, cannot be a success without the active support of the backstage crew.

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NARRATOR: Now let us participate in a team activity. You will find the exercise for the activity at the end of Module Two in the participant text.

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NARRATOR: This exercise will deal with some of the problems vocational educators face in defining their role in the handicapped integration process.

MODULE 3: Assessment

This is the third module in this program entitled "Including the Handicapped." This module deals with assessment.

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In most model programs, a major step on the ladder for integrating handicapped students is assessment.

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This is the step in which information about the handicapped student is compiled and analyzed.

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Assessment is necessary in order to determine where the student is now and where the student is going.

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For all models, assessment occurs at the time a student is enrolled in a vocational program and is an ongoing process.

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The techniques used in assessment are both formal and informal.

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That is, assessment information may be compiled by observing the student . . .

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asking the student questions . . .

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and by formal testing.

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Regardless of how the information is obtained, the objective for collecting the information is . . .

to answer three basic questions.

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What does the student want to do? Let's call this the "want to" question.

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What can the student do? Let's call this the "can do" question.

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And how can the instructor best teach the student. Let's call this the "how to" question.

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The "want to" question is important because, like everyone, handicapped students are motivated to perform when doing the things they "want to do."

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The "can do" question is important because handicapped students, like everyone else, are most successful doing work they "can do" well.

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And the "how to" question is important because the instructor needs to know "how to" successfully teach the student.

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When the assessment efforts are able to find the answer to these three questions . . .

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the odds are considerably increased that the vocational instructor will be a more effective teacher . . .

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and the odds are considerably increased that the handicapped student will make a more successful vocational adjustment.

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Now you may ask "what is the role of the vocational educator in the assessment process," . . .

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or "what can I do to help find the answer to the three questions?"

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Let's take the "want to" question first and see what contributions the vocational educator can make to the observing, asking, and testing process for finding out what the student wants to do.

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First off, vocational instructors who work closely with students have an opportunity to observe what the student likes to do.

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These observations can provide information about the kinds of tasks students like to spend time on, and seem to be interested in doing.

Secondly, the vocational instructor is in a position to ask students questions about what they like to do or would like to do in the future.

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And finally, the vocational instructor is in a good position to verify the aptitude or interest test results that diagnostic specialists and others may have obtained from students.

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In addition to the "want to" question, vocational educators can also make a significant contribution to the observing, asking and testing process in the "can do" question.

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The vocational instructor can assign students different types of vocational tasks and observe how well they "can do" these tasks.

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In addition to seeing what students can actually do, they can ask students questions and collect information about what students have successfully done in the past.

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And finally they can verify the findings of the diagnostic specialists on what the student "can do" academically and vocationally.

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Vocational educators can also make a significant contribution to the observing, asking and testing process in the "how to," or how to teach question.

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They can observe how students seem to learn best; for example, do they appear to learn easier by listening, reading, verbalizing, or doing?

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They can also observe the pace in which students learn.

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And they can observe and determine if a student learns better in a one-on-one teaching situation or in a group teaching situation.

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And if they can tell if students learn better in a highly structured and reasonably demanding situation or in a less structured and less demanding situation.

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In addition to observing, they can ask questions.

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They can ask the student questions about how he learns best and how he likes for information to be processed for learning.

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And they can question the student about learning pace.

And finally, by collecting information on the best way students learn, vocational education personnel are in a position to consult with diagnostic specialists on the best way students can be tested.

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As we can see, vocational education personnel have an important role in obtaining answers to all three questions.

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What does the student "want to do?" What can the student do? And "how to" teach the student?

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It is also obvious, that to portray this role effectively, vocational education personnel need to be able to communicate about assessment problems and deal with assessment data.

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This means that vocational education personnel must learn from those who know.

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Here are people who can help you understand assessment information and they can help you deal with handicapped students' problems.

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Counselors can help you understand and deal with social factors such as how the home situation may be affecting the student.

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Special education personnel can help you in discovering and understanding different learning modes and in determining the best learning mode of a particular student.

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Diagnosticians can help you understand different types of testing systems and how tests are interpreted.

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School psychologists can help you understand and deal with students' emotional problems which may be interfering with the learning process.

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And there are a wide range of outside specialists, serving the handicapped, who can give guidance when students have extreme neurological and perceptual problems.

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Now let us participate in a team activity exercise.

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This exercise will deal with some of the problems that vocational educators face in assessing handicapped students.

MODULE 4: Placement

NARRATOR: This is the fourth module in the program entitled "Including the Handicapped." This module tells about placing handicapped students in an educational environment that is appropriate to their needs.

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NARRATOR: In most model programs, another step toward integrating handicapped students is working out an organized placement process.

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NARRATOR: This placement process satisfies a major requirement in Public Law 94-142.

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NARRATOR: According to the law, every handicapped youth has the right to a "free appropriate public education."

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NARRATOR: But what does "appropriate" mean? Why isn't the law more specific?

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NARRATOR: Perhaps Congress recognized that each handicapped student's "appropriate" education is different, each student needs to have the word "appropriate" defined individually.

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NARRATOR: To make sure that each student's needs are considered individually, the law requires that schools determine what each student's needs are, develop an individualized program for each student, and place each student in his or her appropriate program.

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NARRATOR: Many programs have organized these requirements into a placement process with definite steps to follow.

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NARRATOR: Perhaps the best way to understand this placement process is to see how the steps work for one handicapped student.

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NARRATOR: Let's look at Carl, who's studying in a regular classroom.

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NARRATOR: Carl is having problems keeping up with the class, even though his teacher has tried many ways to help him. She's beginning to wonder if she can help Carl at all.

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NARRATOR: This is the first step in the placement process. Someone, generally the teacher, must recognize

that a student has a problem, and that the problem requires special attention.

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NARRATOR: Carl's teacher makes an appointment to talk over his problem with the school diagnostician or counselor. She explains to the counselor what Carl's problem is, and what she has done to help.

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NARRATOR: This is the second step in the placement process . . . to seek help from professionals.

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NARRATOR: The diagnostician then contacts Carl's parents and asks their permission to help Carl. The diagnostician also explains Carl's rights and responsibilities under due process. The law requires that this be done.

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NARRATOR: Involving parents and getting their consent is the third step in the placement process.

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NARRATOR: After getting the consent of Carl's parents, the diagnostician evaluates Carl's interests, aptitudes and abilities.

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NARRATOR: This evaluation is the fourth step in the process. If Carl's evaluation indicates that he has a handicap then he is eligible for special services.

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NARRATOR: Carl's appropriate education is now turned over to the Admissions, Review, and Dismissal Committee. This committee must officially recognize Carl as a student eligible for special services.

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NARRATOR: This is the fifth step in the placement process, what we might call the official recognition.

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NARRATOR: Now that Carl is eligible for special services, the next step in the process is to develop a written individualized educational plan, or what is generally referred to as an I.E.P., for him.

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NARRATOR: Carl's written plan will be a team effort developed by an I.E. P. Committee chosen by the local school district.

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NARRATOR: According to federal law, the I.E.P. Committee must include a local district administrator, Carl's teacher or teachers, his parents or guardian, and if possible, Carl himself. Local policy might require additional members.

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NARRATOR: Vocational teachers should realize that this is their opportunity to participate in Carl's I.E.P. program.

NARRATOR: However before Carl's committee meets, all members should become familiar with his records, his diagnostic data, and the vocational courses available to him.

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NARRATOR: During the meeting, members will discuss certain key components in Carl's plan.

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NARRATOR: They will discuss Carl's present level of performance, the goals he will pursue, the special services he will receive, how much he will participate in regular education, and how his achievement will be evaluated.

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NARRATOR: Let's look at each key component that makes up Carl's plan.

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NARRATOR: First the I.E.P. Committee must indicate Carl's present level of performance.

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NARRATOR: To do this, they must discuss Carl's academic skills, social skills, physical skills and vocational potential.

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NARRATOR: The diagnostician who evaluated Carl will help the committee decide what to write on the I.E.P. concerning Carl's skills.

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NARRATOR: Next, the I.E.P. Committee must decide on Carl's goals and objectives. They will determine annual goals as well as short term objectives.

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NARRATOR: An annual goal for Carl might be "To acquire skills necessary for employment as an apprentice in a small engine repair shop."

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NARRATOR: And short term objectives would be to know the parts of a small engine, to be able to demonstrate routine preventive maintenance, to locate sources of trouble when a small engine fails to operate properly, and to be able to repair a small engine.

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NARRATOR: Next the I.E.P. Committee must specify the special services Carl will need if he is to achieve his annual goals and short range objectives, and how these services will be provided.

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NARRATOR: For students like Carl, special services may include large print textbooks, captioned films, interpreters, equipment modifications or special orthopedic devices.

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NARRATOR: Special education teachers will be able to

structure the special services to help Carl achieve his goal and objectives.

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NARRATOR: Next, the committee must write down the extent to which Carl will participate in regular education.

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NARRATOR: *This will depend on Carl's ability and on the* course he is taking.

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NARRATOR: And the last thing the committee must do is develop guidelines for evaluating Carl's achievement.

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NARRATOR: The evaluation should include data that documents Carl's performance on each objective, and criteria that determine when he has achieved these objectives.

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NARRATOR: Carl's Individualized Educational Program is the sixth and final step in the placement process. Carl is now in an educational environment appropriate to his needs. All that remains is to evaluate his progress.

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NARRATOR: Although federal law requires that Carl's I.E.P. be reviewed at least annually, local districts usually do so quarterly. This review is necessary in order to monitor Carl's progress.

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NARRATOR: The A.R.D. Committee must also evaluate whether Carl's educational goals are appropriate and whether Carl's educational plan is meeting his needs.

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NARRATOR: If indicated, the A.R.D. Committee may modify Carl's plan or even dismiss him from special services.

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NARRATOR: Now let us participate in team activity. You will find the exercise for the activity at the end of Module Four in the participant's text.

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NARRATOR: This exercise deals with placement. It will provide you with an opportunity to place a handicapped student in an appropriate educational environment.

MODULE 5: Insights

NARRATOR: This is the fifth module in the program entitled "Including the Handicapped." This module is concerned with providing insights into the problems and needs of students with handicapping conditions.

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NARRATOR: In most model programs an important step on the ladder for integrating handicapped students is to provide teachers, staff members and sometimes peers with insights and information about handicapping conditions.

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NARRATOR: This information helps people analyze their attitudes and feelings about the handicapped and helps create a supportive environment for handicapped students in the classroom.

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NARRATOR: Although it is rarely talked about, many people in education are actually afraid of students with certain types of handicaps.

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NARRATOR: Many of us feel uneasy around students who are blind, who are deaf, who are physically disabled or who are mentally retarded.

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NARRATOR: These students have visible handicaps and to many of us they appear strange and different.

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NARRATOR: When students have visible handicaps, we tend to focus on the handicap and not the student. The handicap looms larger than the student.

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NARRATOR: While we tend to be fearful of students with visible handicaps, we tend to be impatient with students who have invisible handicaps.

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NARRATOR: Some of these students might have learning disabilities or may be emotionally disturbed.

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NARRATOR: When students have invisible handicaps, we tend to focus on the student and not the handicap. We tend to treat them as if they have no handicap at all.

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NARRATOR: Perhaps one reason we act this way is that we are unfamiliar with the world in which the handicapped students live.

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NARRATOR: Perhaps one way we can become more familiar with the problems of students with visible and invisible handicaps is to let them tell us about their problems in their own words.

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NARRATOR: This is Mary. Mary has a visible handicap. She is blind.

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MARY: You want to hear about my world. Good! I've been learning about your world all my life.

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MARY: The first thing I can tell you is that I don't want you

to feel sorry for me or feel that I am missing something. Blindness is normal to me.

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MARY: By the way, I am not totally blind. Very few people are totally blind. I can see light and shadows.

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MARY: *They tell me I probably see things like you see on* this slide . . . shadows and outlines of light. I don't know whether I see color or not, since I don't really know what color is.

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MARY: I guess some of my biggest problems are in moving around, locating myself as to just where I am, and determining color.

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MARY: I've worked out all sorts of ways to solve these problems. I count steps, I know where key objects are located in a room.

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MARY: At home my clothes are arranged in my closet with browns on the left, blues in the middle and grays on the right. I have trouble with different colored socks though.

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MARY: One of the problems I have is figuring out shapes, sizes and distance.

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MARY: I have a hard time figuring out the length of a block or a mile, or figuring out the size of this room.

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MARY: Because of this I sometimes talk real loud. They call it a "broadcast voice." I talk loud because I don't know how big the room is or where people are located.

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MARY: I guess one of the problems a blind person has with other people is that they don't know how other people are reacting to them.

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MARY: I have learned that people will accept me better if I will keep my eyes open, and face them when they are talking. This isn't easy to do.

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MARY: Sometimes, I guess because I'm not facing them or have my eyes shut, people talk to me real loud, like I was deaf or something, and sometimes they treat me like I'm retarded.

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MARY: It really gets me when people think I don't even know my own name and will ask my friend who I am.

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MARY: Sometimes I get bored just sitting in class. Other students take notes, read and look around the room. I sometimes rock back and forth in my seat because I need physical activity.

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MARY: You know, sight is not only a major learning channel, but it is the channel we use to check out the information we get by touch and hearing. It's our key for putting things together.

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MARY: Because of this, I get a lot of distortion in class. I can't see the information on the blackboard, and I can't see the teacher's gestures.

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MARY: And I have a hard time understanding some of the words and concepts teachers use, like "in and out," "over and under," and "before and after."

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MARY: Apparently, sighted people learn these things by seeing. For me to learn, I have to feel things happen.

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MARY: Most of my teachers realize that I learn by touching and hearing, and make it easy for me. They check to see that I'm not distorting meanings.

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MARY: There's one thing I know about myself. If given a chance I can learn just about anything other people can learn. I just have to work harder.

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NARRATOR: Now that Mary has told us something about the world in which she lives, let's let Joe tell us about his world. Joe has an invisible handicap. Joe has a learning disability.

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JOE: My world? Well, people tell me that I am handicapped, that I have a visual learning disability.

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JOE: It's not that I'm not smart. I can take clocks apart and put them back together. I can do all sorts of things. I just see the world differently from other people.

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JOE: My problem is that I can't read. I can't read like other people.

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JOE: See the blackboard over there? The teacher's put the subject up that we are going to talk about today.

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JOE: This is the way it looks to me. You want to know what it says? It says "power equipment maintenance."

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JOE: You know how I know? I asked someone and I memorized it.

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JOE: That's something I'm pretty good at. I can even memorize textbooks. My mother helps me.

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JOE: I used to fool teachers my memorizing. They would think they were correcting me for a word I missed in reading, but they were really correcting my memory.

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JOE: You know, my brother is younger than I am. He takes pages of notes in school that he reads later. It amazes me that he can do this.

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JOE: But I have worked out some symbols I use. They are sort of like pictures. It helps me memorize. My father says I have my own language.

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JOE: These pictures and symbols really help me because when I see a word, I can't tell what the word represents like you do.

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JOE: Take a word like hammer. I understand that when other people see the word it always looks the same, the letters are always in the same sequence.

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JOE: This is not the case for me. When I see the word hammer, it isn't always the same. The way the letters are set up changes from one time to the next. One time I might see "ermmah."

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And the next time I might see "ahmerm."

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JOE: Another thing that happens when I try to read a word or letter is that they just fade away like they are becoming invisible.

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JOE: Sometimes the symbols I write out to decode words do the same thing. They just fade away like they were written with invisible ink.

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JOE: I understand that my problem is one of the common learning problems that people have.

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JOE: Other students have problems putting sounds together, determining what is "left" and what is "right" or remembering the order of things such as the days of the week.

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JOE: There's one thing I'm glad I learned about myself though. I can learn by listening. That's why I use a tape recorder to record what goes on in class instead of taking notes.

JOE: There's another thing I'm glad about. I'm glad other people now understand I have a problem and that I'm not just lazy like they used to think.

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NARRATOR: We have seen a few highlights from the world of Mary and Joe. The text will give you additional information about these and other handicaps.

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NARRATOR: Now let us participate in a team activity. You will find the exercise for this activity at the end of Module Five in the participant's text.

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NARRATOR: In this exercise you will have an opportunity to experience some of the problems that handicapped students encounter in learning situations.

MODULE 6: Skills

NARRATOR: This is the sixth module in the program entitled "Including the Handicapped." This module provides information about skills for teaching handicapped students.

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NARRATOR: In most model programs, another step on the ladder for integrating handicapped students is to develop teaching strategies that are appropriate for these students.

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NARRATOR: These strategies involve changes teachers have to make when presenting information in order to adapt to the needs of handicapped students.

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NARRATOR: In one sense, the function of a teacher is to provide information and the function of the student is to receive, process and use information.

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NARRATOR: That is, the teacher teaches and the student learns.

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NARRATOR: Providing information is not too difficult if the students have all their resources for receiving, processing and using information.

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NARRATOR: But if students are handicapped, teaching is more difficult because most handicaps in some way limit or distort the student's ability to receive, process and "act upon" information.

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NARRATOR: An easy way to think of problems caused by handicaps is to compare the student's mind to a computer.

NARRATOR: For non-handicapped students this mental computer is able to receive information, process it, and produce an output with relative ease.

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NARRATOR: Most handicapped students, however, have difficulty either with input, processing or output.

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NARRATOR: To successfully teach handicapped students, teachers have to adjust their teaching strategies to fit their students' input, processing and output problems.

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NARRATOR: Let's first look at how teachers can adjust their teaching strategies for students with input problems.

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NARRATOR: Each student's mental computer has three separate channels for receiving information.

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NARRATOR: These are the visual or seeing channel, the auditory or hearing channel, and the tactile/kinesthetic or the touching and muscle sense channel.

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NARRATOR: This means that students input information by seeing, hearing and touching.

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NARRATOR: For handicapped students, one or more of these input channels may be impaired to different degrees, or absent.

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NARRATOR: Some students have visual input handicaps which either prevent them from receiving visual information or distort the information they do receive.

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NARRATOR: Other students have hearing handicaps which either prevent them from inputting auditory information or distort the information they do input.

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NARRATOR: And some students have handicaps in their touch and muscle sense which makes it difficult for them to distinguish textures, pick up objects and recognize the amount of force it takes to do something.

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NARRATOR: Many input problems can be solved by teachers simply by programming information in such a way that students are able to receive it.

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NARRATOR: This programming generally requires that the teachers compensate for a weak channel and substitute for a blocked channel.

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NARRATOR: For example, if the student's handicap is such that one input channel is limited, the teacher can compensate for the handicap by using teaching aids.

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NARRATOR: These teaching aids are such things as large letters for students with vision problems and tape recorders and oral tests for students who have trouble reading.

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NARRATOR: If the student's input channel is completely blocked, the teacher can program information for the student to receive through the remaining open channels.

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NARRATOR: For the blind student, visual information should be spoken so the student can receive through the hearing channel, and the touch channel should also be used so the student receives as much information as possible.

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NARRATOR: For the hearing impaired student, information that is usually provided by sounds and spoken words must be provided visually or tactually.

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NARRATOR: To successfully teach students who have input handicaps, the best strategy is to just be sure students receive information through available senses.

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NARRATOR: A second problem teachers may encounter with handicapped students relates to the processing of information.

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NARRATOR: Some handicapped students are able to receive information through all three input channels, but have difficulty processing the information once it is received.

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NARRATOR: For example, some students have difficulty processing information into their memory bank or retrieving it at will.

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NARRATOR: They may have difficulty with sequencing, sorting, or classifying information into categories. With this problem, the difficulty may be with auditory information, visual information, tactile information, or combinations of all three.

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NARRATOR: These processing problems are storage and retrieval problems.

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NARRATOR: To help students with processing handicaps teachers can program information in such a way that it is easier to process.

NARRATOR: For example, teachers can sort information into categories before presenting it to the students, thereby making detours around the problem.

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NARRATOR: Another strategy is to break information down into steps and teach one step at a time. These steps may be smaller than the steps normally used for non-handicapped students.

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NARRATOR: A third strategy involves repetition. Through repetition, students with a processing problem may be able to retain more of the information that is received.

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NARRATOR: A fourth strategy for students with processing problems is to find the student's best processing channel and to present information through that channel.

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NARRATOR: If the student processes best visually, the student should see the information. If the student processes information best auditorally, the student should hear the information, if the student processes best kinesthetically, "hands on" training is needed.

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NARRATOR: A third area where teachers encounter difficulties in teaching handicapped students relates to student output.

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NARRATOR: Some handicapped students have difficulty translating information they do receive and process. Their muscles and bodies won't do what they want them to do.

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NARRATOR: Others have difficulty providing output in terms of speech and language.

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NARRATOR: Teaching strategies in the area of output handicaps are very important since output is the major way we measure student learning and skill development.

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NARRATOR: The best strategy is to help the student produce a constantly improving output. This requires realistic expectations, tolerance, and a system of rewards.

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NARRATOR: Having realistic expectations concerning the student's output capabilities is important because expectations will influence the student's output efforts.

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NARRATOR: If teacher expectations are "too high" the student may sense failure and cease to try.

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NARRATOR: If teacher expectations are "too low" the student may lose the motivation to try.

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NARRATOR: It is also important for teachers to be relaxed, tolerant, and non-threatening when output efforts are made by students.

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NARRATOR: Every effort should be made to avoid an atmosphere of constant evaluation which only tends to compound the student's handicap.

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NARRATOR: Finally, it is important to reward the student for successes and for progress toward success. This is especially true when handicapped students are integrated into classes where they compete and interact with non-handicapped students.

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NARRATOR: At the beginning of this unit, we said that the function of the teacher is to teach and the function of the student is to learn.

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NARRATOR: For the handicapped student to learn, this means the teacher must help the student get good information input.

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NARRATOR: Help the student process this input on his or her mental computer.

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NARRATOR: And encourage the student to constantly improve the quality of output.

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NARRATOR: Now let's participate in a team activity. You will find the exercise for the activity at the end of Module Six in the participant text.

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NARRATOR: This exercise will provide you with an opportunity to develop teaching strategies for teaching handicapped students.

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